***Blessed Sacrament Catholic Primary - Music Disciplinary Knowledge***

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| **EYFS** | Area of Learning | **Statements** |
| **Three- and four-year olds** | Communication and LanguagePhysical DevelopmentExpressive Arts and Design | • Sing a large repertoire of songs. * Use large-muscle movements to wave flags and streamers, paint and make marks.

 Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs.• Sing the pitch of a tone sung by another person (‘pitch match’). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas. |
| **Reception** | Communication and Language Physical DevelopmentExpressive Arts and Design | • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songsCombine different movements with ease and fluency.Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups. |
| **ELG** | Expressive Arts and DesignBeing 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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|  |  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
|  | ***End of Key stage Expectations*** | Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music | 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 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 |
| **Singing songs with control and using the voice expressively** | Knowledge, Understanding and Skills | To find their singing voice and use their voices confidentlySing a melody accurately at their own pitchSing with a sense of awareness of pulse and control rhythmRecognise phrase lengths and know when to breatheSing songs expressivelyFollow pitch movements with their hands and use high, low and middle voicesBegin to sing with control pitch (following a melody)Sing with an awareness of other performers | Sing with confidence using a wider vocal rangeSing in tuneSing with awareness of pulse and control of RhythmRecognise simple structuresSing expressively with awareness and control at the expressive elementsSing songs and create different vocal effectsUnderstand how mouth shapes can affect voice soundsInternalise sounds by singing parts of a song ‘in their heads’ | Sing songs with increasing control of breathing, posture and sound projectionSing songs in tune with an awareness of other partsIdentify phrases through breathing in appropriate placesSing with expression and rehearse with othersSing a round in two parts and identify the melodic phrases and how they fit togetherSing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice |
| **Listening, memory and movement** | **Knowledge, understanding and skills** | Recall and remember short songs and sequences and patterns of soundsRespond physically when performing, composing and appraising musicIdentify different sound sourcesIdentify well-defined musical features | Identify melodic phrases and play them by earCreate sequences of movements in response to soundsDemonstrate the ability to recognise the use of structure and expressive elements through danceIdentify phrases that could be used as an introduction, interlude and ending | Internalise short melodies and play these on pitched percussion by earCreate dances that reflect musical featuresIdentify different moods and texturesIdentify how a mood is created by music and lyricsListen to longer pieces of music and identify features |
| **Controlling pulse and rhythm** | **Knowledge, understanding and skills** | Identify the pulse in different pieces of musicIdentify the pulse and join in getting faster and slower togetherIdentify long and short sounds in musicPerform a rhythm to a given pulseBegin to internalise and create rhythmic patternsAccompany a chant or song by clapping or playing the pulse or rhythm | Recognise rhythmic patternsPerform a repeated pattern to a steady pulseIdentify and recall rhythmic and melodic patternsIdentify repeated patterns used in a variety of music | Identify different speeds of pulse (tempo) by clapping and movingImprovise rhythm patternsPerform an independent part keeping to a steady beatSubdivide the pulse while keeping to a steady beat |
| **Exploring sounds, melody and accompaniment** | Knowledge, Understanding and skills | Explore different sound sourcesMake sounds and recognise how they can give a messageIdentify and name classroom instrumentsCreate and choose sounds in response to a given stimulusIdentify how sounds can be changedChange sounds to reflect different stimuli | Identify ways sounds are used to accompany a songAnalyse and comment on how sounds are used to create different moodsExplore and perform different types of accompanimentExplore and select different melodic patternsRecognise and explore different combinations of pitch sounds | See ‘Control of instruments’ and ‘Compostition’ |
| **Control pf instruments** | Knowledge, Understanding and skills | Play instruments in different ways and create sound effectsHandle and play instruments with controlIdentify different groups of instruments | Identify melodic phrases and play them by earSelect instruments to describe visual imagesChoose instruments on the basis of internalised sounds | Identify and control different ways percussion instruments make soundsPlay accompaniments with control and accuracyCreate different effects using combinations of pitched soundsUse ICT to change and manipulate sounds |
| **Composition** | Knowledge, Understanding and skills | Contribute to the creation of a class composition | Create textures by combining sounds in different waysCreate music that describes contrasting moods/emotionsImprovise simple tunes based on the pentatonic scaleCompose music in pairs and make improvements to their own workCreate an accompaniment to a known songCreate descriptive music in pairs or a small group | Identify different starting points or composing musicExplore, select combine and exploit a range of different sounds to compose a soundscapeWrite lyrics to a known songCompose a short song to own lyrics on everyday phrasesCompose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition |