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

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| **EYFS** | Area of Learning | **Statements** |
| **Three- and four-year olds** | Communication and Language  Physical Development  Expressive 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 Development  Expressive Arts and Design | • Listen carefully to rhymes and songs, paying attention to how they sound.  • Learn rhymes, poems and songs  Combine 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 Design  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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|  |  | **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 confidently  Sing a melody accurately at their own pitch  Sing with a sense of awareness of pulse and control rhythm  Recognise phrase lengths and know when to breathe  Sing songs expressively  Follow pitch movements with their hands and use high, low and middle voices  Begin to sing with control pitch (following a melody)  Sing with an awareness of other performers | | Sing with confidence using a wider vocal range  Sing in tune  Sing with awareness of pulse and control of  Rhythm  Recognise simple structures  Sing expressively with awareness and control at the expressive elements  Sing songs and create different vocal effects  Understand how mouth shapes can affect voice sounds  Internalise sounds by singing parts of a song ‘in their heads’ | | Sing songs with increasing control of breathing, posture and sound projection  Sing songs in tune with an awareness of other parts  Identify phrases through breathing in appropriate places  Sing with expression and rehearse with others  Sing a round in two parts and identify the melodic phrases and how they fit together  Sing 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 sounds  Respond physically when performing, composing and appraising music  Identify different sound sources  Identify well-defined musical features | | Identify melodic phrases and play them by ear  Create sequences of movements in response to sounds  Demonstrate the ability to recognise the use of structure and expressive elements through dance  Identify phrases that could be used as an introduction, interlude and ending | | Internalise short melodies and play these on pitched percussion by ear  Create dances that reflect musical features  Identify different moods and textures  Identify how a mood is created by music and lyrics  Listen to longer pieces of music and identify features | |
| **Controlling pulse and rhythm** | **Knowledge, understanding and skills** | Identify the pulse in different pieces of music  Identify the pulse and join in getting faster and slower together  Identify long and short sounds in music  Perform a rhythm to a given pulse  Begin to internalise and create rhythmic patterns  Accompany a chant or song by clapping or playing the pulse or rhythm | | Recognise rhythmic patterns  Perform a repeated pattern to a steady pulse  Identify and recall rhythmic and melodic patterns  Identify repeated patterns used in a variety of music | | Identify different speeds of pulse (tempo) by clapping and moving  Improvise rhythm patterns  Perform an independent part keeping to a steady beat  Subdivide the pulse while keeping to a steady beat | |
| **Exploring sounds, melody and accompaniment** | Knowledge, Understanding and skills | Explore different sound sources  Make sounds and recognise how they can give a message  Identify and name classroom instruments  Create and choose sounds in response to a given stimulus  Identify how sounds can be changed  Change sounds to reflect different stimuli | | Identify ways sounds are used to accompany a song  Analyse and comment on how sounds are used to create different moods  Explore and perform different types of accompaniment  Explore and select different melodic patterns  Recognise 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 effects  Handle and play instruments with control  Identify different groups of instruments | | Identify melodic phrases and play them by ear  Select instruments to describe visual images  Choose instruments on the basis of internalised sounds | | Identify and control different ways percussion instruments make sounds  Play accompaniments with control and accuracy  Create different effects using combinations of pitched sounds  Use 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 ways  Create music that describes contrasting moods/emotions  Improvise simple tunes based on the pentatonic scale  Compose music in pairs and make improvements to their own work  Create an accompaniment to a known song  Create descriptive music in pairs or a small group | | Identify different starting points or composing music  Explore, select combine and exploit a range of different sounds to compose a soundscape  Write lyrics to a known song  Compose a short song to own lyrics on everyday phrases  Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition | |