

Music- Year 3– knowledge & skills map



Listening

M1	I can discuss the stylistic features of different genres	
M2	I understand that music from different parts of the world has different features	
M3	I can explain the changes within a piece of music using musical vocabulary	
M4	I am beginning to show an awareness of metre	
M5	I am beginning to use music vocabulary (related to the inter-related dimensions of music) when discussing improvements to my own (or others) work	

Composing

M6	I can compose a piece in a given style using voice and instruments	
M7	I can combine melodies and rhythms to compose a multi layered composition using a pentatonic scale	
M8	I can use letter names and rhythmic notation (graphic or staff) to label and record my composition	
M9	I can suggest and suggest improvements to my work, using musical vocabulary (related to the inter-related dimensions of music)	

Performing

M10	I can sing songs in a variety of styles with increasing accuracy and control	
M11	I can sing and play in time with my peers and I have awareness of my own part in the performance	
M12	I can perform from basic staff notation, and I can identify rhythm and pitch symbols using the correct musical vocabulary	

The History of Music

M13	I understand that music from different times has different features	
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Music –Year 4 - knowledge & skills map



Listening		
M1	I can recognise the use and development of motifs	
M2	I can identify dynamic and tempo changes within a piece of music	
M3	I can recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary	
M4	I can identify common features between different genres, styles and traditions of music	
M5	I can recognise, name and explain the effect of the interrelated dimensions of music	
M6	I can identify scaled dynamics (crescendo/decrescendo) within a piece of music	
M7	I can use musical vocabulary to discuss the purpose of a piece of music	
M8	I can use musical vocabulary (related to the inter-related dimensions of music) when discuss improvements to my own and others' work	

Composing		
M9	I can compose a piece of music in a given style using voices, instruments and bodies	
M10	I am starting to improvise within a given style	
M11	I can develop melodies using rhythmic variation, transposition, inversion and looping	
M12	I can create a piece of music with at least 4 different layers and a clear structure	
M13	I can use letter name, graphic and rhythmic notation and key musical vocabulary to label and record my composition	
M14	I can use musical vocabulary to suggest improvements to others' work	

Performing		
M15	I can sing longer songs in a variety of musical styles from memory, with accuracy, control and a developing sense of expression including the control of dynamic changes	
M16	I can sing and play in time with my peers with accuracy and an awareness of my part in the group performance	
M17	I can play melody parts on tuned instruments with accuracy and control and increasing instrumental technique	
M18	I can play syncopated rhythms with accuracy, control and fluency	

The History of Music		
M19	I can recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary	

Music - Year 5 – knowledge & skills map



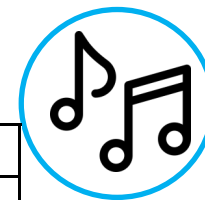
Listening		
M1	I can recognise and confidently discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary	
M2	I can represent the features of a piece of music using graphic notation, and I can justify my choices with reference to musical vocabulary	
M3	I can compare, discuss and evaluate music using detailed musical vocabulary	
M4	I am becoming more confident using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate my own and others' work	

Performing		
M11	I can sing songs in two or more parts, in a variety of musical styles, from memory, with accuracy, fluency, control and expression	
M12	I can work in a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group	
M13	I can perform with accuracy and fluency from graphic and staff notation	
M14	I can play a simple chord progression with accuracy and fluency	

Composing		
M5	I can compose a detailed piece of music from a given stimulus using voices, bodies and instruments	
M6	I can improvise within a given style	
M7	I can combine rhythmic patterns (ostinato) into a multi layered composition using all the inter-related dimensions of music to add musical interest	
M8	I can use staff notation to record rhythms and melodies	
M9	I can select, discuss and refine musical choices by myself and with others, and I can use musical vocabulary with confidence	
M10	I can suggest and demonstrate improvements to my own and others' work	

The History of Music		
M15	I can confidently discuss the stylistic features of different genres, styles and traditions of music and I can explain how these have developed over time	

Music - Year 6 – knowledge & skills map



Listening		
M1	I can discuss musical eras in context and I can identify how they have influenced each other. I can discuss the impact of different composers on the development of musical styles	
M2	I can recognise and discuss the stylistic features of music and related it to other aspects of the Arts (Pop art, film music)	
M3	I can represent changes in pitch, dynamics and texture using graphic notation, and I can justify my choices with reference to musical vocabulary	
M4	I can identify the way that features of a song can complement one another to create an overall effect	
M5	I can use musical vocabulary correctly when describing and evaluating the features of a piece of music	
M6	I can evaluate how the venue, occasion and purpose effects the way a piece of music sounds	
M7	I can confidently use detailed musical vocabulary (related to the inter-related dimension of music) to discuss and evaluate their own and others' work	

The History of Music		
M19	I can discuss musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles	

Composing		
M8	I can improvise coherently and creatively within a given style, incorporating different features	
M9	I can compose a multi-layered piece of music from a given stimulus with voices, bodies and instruments	
M10	I can compose an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure	
M11	I can develop a melody using rhythmic variation, transposition and changes in dynamics, pitch and texture	
M12	I can record my own composition using appropriate forms of notation and/or technology	
M13	I can constructively critique my own and others' work, using musical vocabulary	

Performing		
M14	I can sing in two or more parts from memory, with fluency, accuracy, control and expression	
M15	I can work as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group	
M16	I can perform a solo or take a leadership role within a performance	
M17	I can perform with accuracy and fluency from graphic and staff notation and from my own notation	
M18	I can perform by following a conductor's cues and directions	

The inter-related dimensions of music: Progression of Knowledge (Taken from KAPOW)



Sometimes known as the elements of music, these are the building blocks of music and run throughout all music lessons as an overarching strand. By the end of Year 6, pupils should be confident to use these terms when listening to music, performing and composing.

	Year 3	Year 4	Year 5	Year 6
Pitch	<p>To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad.</p> <p>To know that some traditional music around the world is based on five-notes called a 'pentatonic' scale.</p> <p>To understand that a pentatonic melody uses only the five notes C D E G A.</p>	<p>To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll.</p> <p>To know that a glissando in music means a sliding effect played on instruments or made by your voice.</p> <p>To know that 'transposing' a melody means changing its key, making it higher or lower pitched.</p>	<p>To understand that a minor key (pitch) can be used to make music sound sad.</p> <p>To understand that major chords create a bright, happy sound.</p> <p>To know that a 'bent note' is a note that varies in its pitch, eg the pitch may slide up or down.</p> <p>To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.</p>	<p>To know that the Solfa syllables represent the pitches in an octave.</p> <p>To understand that 'major' key signatures use note pitches that sound cheerful and upbeat.</p> <p>To understand that 'minor' key signatures use note pitches that can suggest sadness and tension.</p> <p>To know that a melody can be adapted by changing its pitch.</p>
Duration	<p>To know that different notes have different durations, and that crotchets are worth one whole beat.</p> <p>To know that written music tells you how long to play a note for.</p>	<p>To know that combining different instruments playing different rhythms creates layers of sound called 'texture'.</p> <p>To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.</p> <p>To know that a motif in music can be a repeated rhythm.</p>	<p>To know that 'poly-rhythms' means many different rhythms played at once.</p> <p>To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.</p>	<p>To understand that all types of music notation show note duration, including the Kodaly method which uses syllables to indicate rhythms.</p> <p>To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly.</p> <p>To know that a quaver is worth half a beat.</p>
Dynamics	<p>To know that the word 'crescendo' means a sound getting gradually louder.</p>	<p>To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.</p>	<p>To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.</p>	<p>To know that a melody can be adapted by changing its dynamics.</p>
Tempo		<p>To know that playing in time means all performers playing together at the same speed.</p>	<p>To understand that a slow tempo can be used to make music sound sad.</p> <p>To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.</p>	<p>To know that a melody can be adapted by changing its dynamics, pitch or tempo.</p>

The inter-related dimensions of music: Progression of Knowledge (Taken from KAPOW)



	Year 3	Year 4	Year 5	Year 6
Timbre	To understand that the timbre of instruments played affect the mood and style of a piece of music.	To know that grouping instruments according to their timbre can create contrasting 'textures' in music. To understand that both instruments and voices can create audio effects that describe something you can see.	To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.	To know that timbre can also be thought of as 'tone colour' and can be described in many ways eg warm or cold, rich or bright.
Texture	To know that many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music.	To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'. To understand that harmony means playing two notes at the same time, which usually sound good together.	To understand that a chord is the layering of several pitches played at the same time. To know that poly-rhythms means many rhythms played at once.	To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change. To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.
Structure	To know that in a ballad, a 'stanza' means a verse. To know that music from different places often has different structural features, eg traditional Chinese music is based on the five-note pentatonic scale.	To know that deciding the structure of music when composing can help us create interesting music with contrasting sections. An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice. To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music	To know that a loop is a repeated rhythm or melody, and is another word for ostinato. To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.	To know that a chord progression is a sequence of chords that repeats throughout a song. To know that a 'theme' in music is the main melody and that 'variations' are when this melody has been changed in some way.
Notation	To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.	To know that 'performance directions' are words added to music notation to tell the performers how to play.	To know that simple pictures can be used to represent the structure (organisation) of music. To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.	To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'. To know that chord progressions are represented in music by Roman numerals.