



Music Knowledge and Skills Mapping National Curriculum

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| The pupils in Reception listen carefully to rhymes and songs, paying attention to how they sound. | | |
| <p><u>Communication and Language</u> Learn rhymes, poems and songs.</p> | <p><u>Physical Development</u> Combine different movements with ease and fluency.</p> | <p><u>Expressive Arts and Design</u></p> <ol style="list-style-type: none"> 1) Explore, use and refine a variety of artistic effects to express their ideas and feelings. 2) Create collaboratively, sharing ideas, resources and skills. 3) Listen attentively, move to and talk about music, expressing their feelings and responses. 4) Sing in a group or on their own, increasingly matching the pitch and following the melody. 5) Explore and engage in music making and dance, performing solo or in groups. |

| KS1 | | | |
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| <p><u>Singing</u> Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> | <p><u>Playing an Instrument</u> Play tuned and untuned instruments musically</p> | <p><u>Listening and appreciating</u> Listen with concentration and understanding to a range of high-quality live and recorded music</p> | <p><u>Creating own music</u> Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> |



KS2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

| Performing | Using and Understanding | Composing | Listening | Appreciating | History of Music |
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| Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | Use and understand staff and other musical notations | 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 | 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. |



| Year 1 | | | | | | | |
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| National Curriculum KS1 End Points: | Term | Autumn | | Spring | | Summer | |
| | Half Term Coverage | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | <p>Can use their voice expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Can play tuned and untuned instruments musically.</p> <p>Can listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Can experiment with, create, select and combine sounds using the inter-</p> | <p>Unit Aim & Instrument Used</p> | <p><u>Sounds Interesting- Percussion</u> To develop children's ability to identify different sounds & to change and use them expressively in response to stimuli</p> | | <p><u>The long and short of it- Percussion</u> To develop children's ability to discriminate between longer and shorter sounds and to use them to create sequences of sound</p> | | <p><u>Exploring pulse and rhythm- Percussion</u> To develop children's ability to recognise and play rhythms from known songs with a sense of pulse</p> |
| <p>Lesson Objectives</p> | <p><u>Percussion Instruments Y1/T1</u> 1) To understand that the voice and instruments can make different sounds 2) To recognise the sounds that untuned percussion instruments make by sound alone 3) Move and respond to recorded music expressively 4) Recognise 6 different kinds of instrument by sound alone 5) Use knowledge of sounds to add sound effects to a known story 6) To learn new melodies, lyrics and actions. 7) To learn many repeated lyrics and changes of up to 2 lines in each verse. 8) To consolidate knowledge of verse/chorus structure.</p> | | <p><u>Percussion Instruments Y1/T2</u> 1) To understand that some instruments make long sounds, some make short sounds and some can make either 2) To follow a plan to play a piece with a partner with long and short sounds 3) To use long and short sounds to make an interesting sequence of sounds 4) To recognise long and short sounds in recorded music 5) To play instruments in a song and recognise which play long and short sounds</p> | | <p><u>Percussion Instruments Y1/T3</u> 1) To follow the rhythm of recorded music accurately using finger walking and then dancing 2) To copy rhythms accurately 3) To play rhythm of known song accurately 4) To play and sing a known song in two parts with a sense of pulse 5) To recognise the difference between pulse and rhythm in recorded music 6) To gain the co-ordination to perform using their voice and an instrument</p> | | |



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| related dimensions of music. | School Context | Harvest Festival Black History Month Weekly Whole School Singing Assembly | Annual Christmas Performances Weekly Whole School Singing Assembly Weekly Piano Recitals | Comic Relief Sports Relief Weekly Whole School Singing Assembly Weekly Piano Recitals | Class Assemblies Easter Weekly Whole School Singing Assembly Weekly Piano Recitals | Weekly Whole School Singing Assembly Weekly Piano Recitals | Annual Summer Concert Year 6 Leavers Assembly Weekly Whole School Singing Assembly Weekly Piano Recitals |
| | Assessment Criteria: Assess each child as to whether or not they can do the following: | | | | | | |
| | 1) Can distinguish pulse and rhythm in known songs 2) Has played and used the voice in different ways as part of a class piece based on a story | 1) Has moved appropriately to music with long flowing movements or short sharp movements 2) Has played a short sound sequence with a partner using short and long sounds | 1) Can sing with good posture and breathing using the gentle 'Angel Voice' 2) Has played a rhythmic line of a song on sticks accurately 3) Can perform within our Annual Summer Concert in an ensemble context. | | | | |



| Year 2 | | | | | | | |
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| National Curriculum KS1 End Points: Can use their voice expressively and creatively by singing songs and speaking chants and rhymes. Can play tuned and untuned instruments musically. Can listen with concentration and understanding to a range of high-quality live and recorded music. Can experiment with, create, select and combine sounds | Term | Autumn | | Spring | | Summer | |
| | Half Term Coverage | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | Unit Aim & Instrument Used | <u>Exploring- Percussion/ Recorder</u> To discriminate between higher and lower sounds and understand the soh/me interval | | <u>What's the score? - Recorder</u> To develop children's ability to recognise different ways sounds are made and how they can be changed | | <u>Rhythm and Mood- Recorder</u> To develop children's ability to read and play rhythmic phrases confidently and explore the mood of recorded music | |
| | Lesson Objectives | <u>Percussion/Recorder Y2/T1</u> 1) To hear the difference between music when played or sung together 2) To improvise satisfactory short musical phrases using soh and me chime bars 3) To understand the difference between high and low sounds 4) To discriminate between higher and lower sounds and understand the soh/me interval 5) To respond to a piece of music with high and low sounds with visual art | | <u>Recorder Y2/T2</u> 1) To play different sounding instruments from symbols 2) To identify how recorded music has changed 3) To move in an agreed way to different sounds and adapt the movement to the way it is played 4) To follow hand signs to play different pitches 5) To use ability to play instruments in different ways to musically illustrate a story | | <u>Recorder Y2/T3</u> 1) To play a 4 phrase rhythm using tea and coffee beats accurately on claves 2) To say how a recorded piece makes them feel 3) To play a rhythm using tea and coffee beats accurately in 4 parts 4) To respond using movement to a recorded piece of music 5) To play to accompany a known song | |
| | School Context | Harvest Festival Black History Month Weekly Whole School Singing Assembly | Annual Christmas Performances Weekly Whole School Singing Assembly | Comic Relief Sports Relief Weekly Whole School Singing Assembly | Class Assemblies Easter Weekly Whole School Singing Assembly | Weekly Whole School Singing Assembly Weekly Piano Recitals | Annual Summer Concert Year 6 Leavers Assembly |



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| using the inter-related dimensions of music. | | | Weekly Piano Recitals | Weekly Piano Recitals | Weekly Piano Recitals | | Weekly Whole School Singing Assembly Weekly Piano Recitals |
| Assessment Criteria: Assess each child as to whether or not they can do the following: | | | | | | | |
| 1) Has responded to recorded music reflecting changes from lower to higher instruments 2) Has sung soh/me phrases following teacher's hand signs | | | 1) Has followed symbols to play percussion instruments loud/soft, fast/slow, high/low 2) Has performed a song in a small group in two ways, e.g. loud & soft, fast & slow, high & low | | 1) Play rhythms using tea and coffee beats (crotchets and quavers) accurately in a group 2) Can play pulse using sticks to known songs at different tempi (speeds) 3) Can perform within our Annual Summer Concert in an ensemble context. | | |



| Year 3 | | | | | | | |
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| National Curriculum KS2 End Points: <u>Performing</u> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression <u>Using and Understanding</u> Can use and understand staff and other musical notations. <u>Composing</u> Can improvise and compose music for a range of purposes using the inter-related dimensions of music. | Term | Autumn | | Spring | | Summer | |
| | Half Term Coverage | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | Unit Aims & Instrument Used | <u>Ukulele Introduction</u> To listen with attention to detail and recall sounds with increasing aural memory. To learn how different stringed instruments, have an historical context and how their technology and sound has or has changed over time. | | <u>What's the score? - Ukulele</u> Use and understand simple musical notations | | <u>Performance and Rhythm-Ukulele</u> To develop children's ability to read and play rhythmic phrases confidently and explore the mood of recorded music To learn some of the many different string instruments and the contexts in which they can be played. | |
| Lesson Objectives | <u>Ukulele Y3/T1</u> 1) Learn how to hold the ukulele properly 2) Learn how to play the C chord with correct fingering 3) Learn how to strum correctly 4) Learn to sing and play a song using the C chord 5) Learn how to play the Fsus chord 6) Learn how to change from the C to the Fsus 7) Learn a song with the C and Fsus chords 8) Learn new songs using C Fsus and learn basic rhythm notation (SMS 1-3) | | <u>Ukulele Y3/T2</u> 1) Continue with the C, Fsus and Am7 chords 2) Learn the string names on the ukulele 3) Begin reading and playing rhythms 4) Learn the open strings 5) Become familiar with more complex rhythms 6) Learn plucked songs using music notation 7) Learn the G7 chord 8) Learn how to move between the C, Fsus and G7 chords (SMS 4-7) | | <u>Ukulele Y3/T3</u> 1) Learn a song with C, Fsus and G7 2) Learn a piece with notation 3) Song with notation 4) Work on the G7 chord 5) Gain confidence in G7 chord 6) Learn a new 4 chord song 7) Learn how to read a chord chart 8) Finish learning a 4-chord song (SMS 9-11) | | |



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| <p><u>Listening</u> Can listen with attention to detail and recall sounds with increasing aural memory.</p> <p><u>Appreciating</u> Appreciates and understands a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p><u>History of Music</u> Has developed an understanding of the history of music.</p> | School Context | Harvest Festival Black History Month Weekly Whole School Singing Assembly | Annual Christmas Performances Weekly Whole School Singing Assembly Weekly Piano Recitals | Comic Relief Sports Relief Weekly Whole School Singing Assembly Weekly Piano Recitals Ukulele performance at the Royal Festival Hall | Class Assemblies Easter Weekly Whole School Singing Assembly Weekly Piano Recitals | Weekly Whole School Singing Assembly Weekly Piano Recitals | Annual Summer Concert Year 6 Leavers Assembly Weekly Whole School Singing Assembly Weekly Piano Recitals |
| | Assessment Criteria: Assess each child as to whether or not they can do the following: | | | | | | |
| | 1) Can play using the correct fingers and hand position. 2) Can play C Major using call and response rhythms. 3) Has the correct fingering, hand position and posture. 4) Can move between C and Fsus | 1) Can play back rhythms on different strings 2) Can play different string sequences. 3) Has performed a song in a small group in two ways 4) Can name strings on ukulele using Good Children Eat Apples. | 1) Can follow symbols to play learnt ukulele using chords 2) Li'l Liza Jane as call and response using notation. 3) Know that notes on the staff corresponds to notes on the ukulele. 4) Can use chord chart to work out as many chords as they can. 5) Can perform within our Annual Summer Concert in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy. | | | | |



| Year 4 | | | | | | | |
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| National Curriculum KS2 End Points: <u>Performing</u> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression <u>Using and Understanding</u> Can use and understand staff and other musical notations. <u>Composing</u> Can improvise and compose music for a range of purposes using the inter-related dimensions of music. | Term | Autumn | | Spring | | Summer | |
| | Half Term Coverage | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | Unit Aims & Instrument Used | <u>Ukulele</u> To apply word chants to rhythms, understanding how to link each syllable to one musical note. To read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations. | | <u>What's the score? - Ukulele</u> To use and understand simple musical notations with increasing confidence | | <u>Performance and Rhythm- Ukulele</u> To develop confidence in the basic skills of playing a ukulele over a sustained learning period. To Play and perform melodies following staff notation using a small range of notes. To perform in two or more parts from simple notation. | |
| Lesson Objectives | <u>Ukulele Y4/T1</u> 1) Create a chord sequence using the charts 2) Play a piece using the Am and F chords 3) • Revisit notation with new piece 4) Play a new 4 chord song using Am and F 5) Continue learning piece with notation 6) Finish song using F and Am 7) Learn how to play a new piece with harmonies (SMS 12-16) | | <u>Ukulele Y4/T2</u> 1) Learn new chord Dm 2) Learn a new piece with Dm chord 3) Learn new chord Em7 4) Learn a new piece with Em7 5) Learn an additional 4 chord song (Pace) (SMS 17-20) | | <u>Ukulele Y4/T3</u> 1) Learn a song in a different language 2) Learn how to play the C7 chord 3) Learn how to play a barre on the ukulele 4) Learn how to play the E7 chord 5) Use chords to compose music to evoke a specific atmosphere, mood or environment. 6) Can perform within our Annual Summer Concert in solo and ensemble contexts, using | | |



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| <p><u>Listening</u> Can listen with attention to detail and recall sounds with increasing aural memory.</p> <p><u>Appreciating</u> Appreciates and understands a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p><u>History of Music</u> Has developed an understanding of the history of music.</p> | | | | | their voices and playing musical instruments with increasing accuracy, fluency, control and expression (SMS 21-28) | | |
| | School Context | Harvest Festival Black History Month Weekly Whole School Singing Assembly | Annual Christmas Performances Weekly Whole School Singing Assembly Weekly Piano Recitals | Comic Relief Sports Relief Weekly Whole School Singing Assembly Weekly Piano Recitals Ukulele performance at the Royal Festival Hall | Class Assemblies Easter Weekly Whole School Singing Assembly Weekly Piano Recitals | Weekly Whole School Singing Assembly Weekly Piano Recitals | Annual Summer Concert Year 6 Leavers Assembly Weekly Whole School Singing Assembly Weekly Piano Recitals |
| | Assessment Criteria: Assess each child as to whether or not they can do the following: | | | | | | |
| | 1) Can play warm up C, F, Am and G7 chords 2) Can use their voices and play musical instruments with increasing accuracy, fluency, control and expression | | | 1) Can show Dm chord 2) Can show Em7 chord 3) Can play warm up C, F, G7, Am and Em7 chords | | 1) Can play warm up C, F, Am and G7 chords 2) Can use the barre technique on the ukulele 3) Can perform within our Annual Summer Concert in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | |



| Year 5 | | | | | | | |
|---|--|---|--|---|---|--|----------|
| National Curriculum KS2 End Points: Performing Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Using and Understanding Can use and understand staff and other musical notations. Composing Can improvise and compose music for a range of purposes using the inter-related | Term | Autumn | | Spring | | Summer | |
| | Half Term Coverage | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | Unit Aims & Instrument Used | <p><u>Brass Introduction</u></p> <p>To listen with attention to detail and recall sounds with increasing aural memory.</p> <p>To learn how different stringed instruments, have an historical context and how their technology and sound has or has changed over time.</p> | | <p><u>What's the score? - Brass</u></p> <p>Use and understand simple musical notations</p> | | <p><u>Performance and Rhythm-Brass</u></p> <p>To develop children's ability to read and play rhythmic phrases confidently and explore the mood of recorded music</p> <p>To learn some of the many different brass instruments and the contexts in which they can be played.</p> | |
| Lesson Objectives | <p><u>Brass Y5/T1</u></p> <p>1) To play as a soloist, as a solo section within a class ensemble, and to play together with the entire class doing complicated syncopated rhythms from the tradition of samba.</p> <p>2) To be able to improvise on a simple percussion instrument, with a backing that is based on syncopated rhythms of the samba.</p> <p>3) To be able to play on a percussion instrument entire pieces from aural memory, with possible only a word or two of the structure written.</p> <p>To recognise traditional songs</p> | | <p><u>Brass Y5/T2</u></p> <p>1) To be able to create through devising, and then use simple technology to record and recall for rehearsal and performance.</p> <p>2) To be able to improvise enough to devise and compose short segments of music and movement.</p> <p>3) To increase their aural memory by recalling sounds and movements in order to rehearse and perform.</p> | | <p><u>Brass Y5/T3</u></p> <p>1) To use standard music notation to learn the fragment of melody.</p> <p>2) To be able to enter and play as well as stop playing when conducted to do so, which will change slightly each time.</p> <p>3) To adapt tuning and rhythm to become as uniform as possible with others around them.</p> | | |



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| dimensions of music. <u>Listening</u> Can listen with attention to detail and recall sounds with increasing aural memory. <u>Appreciating</u> Appreciates and understands a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. <u>History of Music</u> Has developed an understanding of the history of music. | School Context | Harvest Festival Black History Month Weekly Whole School Singing Assembly | Annual Christmas Performances Weekly Whole School Singing Assembly Weekly Piano Recitals | Comic Relief Sports Relief Weekly Whole School Singing Assembly Weekly Piano Recitals Brass performance at the Royal Festival Hall | Class Assemblies Easter Weekly Whole School Singing Assembly Weekly Piano Recitals | Weekly Whole School Singing Assembly Weekly Piano Recitals | Annual Summer Concert Year 6 Leavers Assembly Weekly Whole School Singing Assembly Weekly Piano Recitals |
| | Assessment Criteria: Assess each child as to whether or not they can do the following: | | | | | | |
| | | 1) Can use standard music notation to learn the fragment of melody. 2) Can perform as a soloist with increasing confidence | | 1) To be able to enter and play as well as stop playing when conducted to do so, which will change slightly each time. 2) Can improvise enough to devise and compose short segments of music | | 1) Can adapt tuning and rhythm to become as uniform as possible with others around them | |



| Year 6 | | | | | | | |
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| National Curriculum KS2 End Points: Performing Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Using and Understanding Can use and understand staff and other musical notations. Composing Can improvise and compose music for a range of purposes using the inter-related dimensions of music. | Term | Autumn | | Spring | | Summer | |
| | Half Term Coverage | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | Unit Aims & Instrument Used | Brass To listen with attention to detail and recall sounds with increasing aural memory. To learn how different stringed instruments, have an historical context and how their technology and sound has or has changed over time. | | What's the score? - Brass Use and understand simple musical notations | | Performance and Rhythm-Brass To develop children's ability to read and play rhythmic phrases confidently and explore the mood of recorded music To learn some of the many different brass instruments and the contexts in which they can be played. | |
| Lesson Objectives | Brass Y6/T1 1) To be able to recall and use the notation that was employed for each differing section -from memory to full notation. 2) To continue to be able to move with the changing pace of each rehearsal as it moves towards the final performance 3) To adapt when playing within a Brass ensemble (Parents and carers). 4) To be able to adapt to live decisions made by the conductor. | | Brass Y6/T2 1) To be able to improvise enough to devise and compose short segments of music and movement. 2) To be able to work with the team to memorise and perform songs that use syncopated and non-syncopated rhythms in various structures, with complex lyrics and part singing, and lead younger year groups in the process. 3) To be able to listen to the entire ensemble to ensure correct entry, lyric, and tempo, and sustain confidence with the | | Brass Y6/T3 1) To understand and use the most appropriate form of notation and/or visual memory aid to achieve the end goal of performance to the wider school community. 2) To be able to attempt to adapt to the live performance environment without faltering. 3) To appreciate enough to perform a range of musical styles from all of the traditions that their musical pieces are drawn from. 4) To have enough of an understanding of the genre which their musical piece draws | | |



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| <p><u>Listening</u> Can listen with attention to detail and recall sounds with increasing aural memory.</p> <p><u>Appreciating</u> Appreciates and understands a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p><u>History of Music</u> Has developed an understanding of the history of music.</p> | | | older year groups in this process, and lead on any part singing. construction, and to perform. | | from to examine similar works to inform performance. | | |
| | School Context | Harvest Festival Black History Month Weekly Whole School Singing Assembly | Annual Christmas Performances Weekly Whole School Singing Assembly Weekly Piano Recitals | Comic Relief Sports Relief Weekly Whole School Singing Assembly Weekly Piano Recitals Brass performance at the Royal Festival Hall | Class Assemblies Easter Weekly Whole School Singing Assembly Weekly Piano Recitals | Weekly Whole School Singing Assembly Weekly Piano Recitals | Annual Summer Concert Year 6 Leavers Assembly Weekly Whole School Singing Assembly Weekly Piano Recitals |
| | Assessment Criteria: Assess each child as to whether or not they can do the following: | | | | | | |
| | 1) Can play within a Brass ensemble to our school community 2) Can perform as a soloist with increasing confidence | | | 1) To be able to enter and play as well as stop playing when conducted to do so, which will change slightly each time. 2) Can improvise enough to devise and compose short segments of music 3) Can listen to the entire ensemble to ensure correct entry, lyric, and tempo | | 1) Can perform a range of musical styles from all of the traditions that their musical pieces are drawn from. | |