

# CAPTAIN WEBB PRIMARY SCHOOL

## Music Curriculum – Key Knowledge and Skills

Key: Knowledge Skills

Range 4 Day Care	Range 5 Nursery	Range 6 Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Music</b>								
<b>Performing - Singing</b>								
I know that my voice make a sound.	I know some traditional nursery rhymes.	I know a collection of songs.	I know that it is better to stand to sing.	I know that singing in unison means to sing at the same time. I know what a good singing posture is.	I know that singing with clear diction means the audience will be able to hear the words more easily.	I know that legato means smooth. I know that staccato means detached.	I know that singing in harmony means singing more than one note at the same time.	I know that a solo singer creates a thinner texture.
I can explore the sound my voice makes.	I can sing to myself and make up simple songs.	I can sing songs	I can sing songs from memory. I can sing call and response songs.	I can sing in unison. I can sing to communicate the meaning of the words. I can demonstrate a good singing posture.	I can show an awareness of the pulse internally when singing. I can sing with attention to clear diction.	I can sing expressively with attention to staccato and legato. I can sing expressively paying attention to breathing and phrasing.	I can sing in harmony. I can sing expressively with attention to dynamics and articulation.	I can sing without an accompaniment I can lead a singing rehearsal. I can sing solo.
<b>Performing - Instruments</b>								
I know that instruments make different sounds. I know songs have simple repeated rhythms.	I know that instruments can be used for a purpose. I know that music has a pitch and a melody.	I know that instruments can be used for a purpose. I know that music has a pitch and a melody.	I know the name of the instrument I am playing. I know that pitch means high and low. I know that pulse is a steady beat in a piece of music. I know that rhythm means a pattern of sounds.	I know the names of the notes C,D and E. I know the names of some percussion instruments. I know that instruments have different pitches. I know that dynamics means loud or quiet. I know that tempo means fast or slow.	I know the names of the notes C-G. I know the name of the wind instrument I am playing. I know that forte means loud and piano means soft. I know that allegro means fast and adagio means slow.	I know the names of the notes A-G. I know that texture means layers of musical elements. I can play a simple melody on a glockenspiel. I can perform a melody on a tuned instrument considering legato and staccato sounds. I can rehearse and perform my part within the context of the song. I can play short pieces accurately when reading the notes on a staff.	I know that fortissimo means very loud. I know that mezzo forte means moderately loud. I know that mezzo piano means moderately quiet. I know that canon means one after the other. I know the notes A-G on a treble staff.	I know that crescendo means getting louder and decrescendo means getting quieter. I know the notes A-G on a treble staff. I can read and respond to crotchets, quavers, semi-quavers and their rests.
I can play untuned percussion instruments. I can tap out a simple rhythm.	I can play along to the beat of a song. I can use my own instrument for imaginative purposes. I can imitate a pitch and hum or sing a melody.	I can play along to the beat of a song. I can use my own instrument for imaginative purposes. I can imitate a pitch and hum or sing a melody.	I can play untuned instruments in time to a backing track. I can change the pitch of my voice when singing. I can use body percussion to create a pulse. I can clap copycat rhythm patterns led by the teacher. I can start and stop singing or playing an instrument when following a leader.	I can change the pitch of my instrument. I can use dynamics when playing an instrument. I can change the tempo of the rhythm/pulse I am playing on my glockenspiel. I can play music using basic graphic notation. I can listen to and follow musical instructions from a leader.	I can use my breath to play a wind instrument. I can play a basic melody on a wind instrument. I can perform considering how best to use forte and piano. I can choose whether to play a melody allegro or adagio. I can begin to play a wind instrument reading graphic notation.	I can play a simple melody on a glockenspiel. I can perform a melody on a tuned instrument considering legato and staccato sounds. I can rehearse and perform my part within the context of the song. I can play short pieces accurately when reading the notes on a staff.	I can play a musical instrument with the correct technique. I can learn an instrumental part. I can rehearse and perform my part.	I can read and respond to crotchets, quavers, semi-quavers and their rests.
<b>Composing and Improvisation</b>								
I know that I can communicate through sound.	I know that music has different meanings.	I know that composing means making music up myself.	I know that composing is like writing a story with music. I know that improvise means to perform without a plan.	I know that compositions can be recorded using pictures. I know that a melody is a simple tune.	I know that a staff is used to record compositions.	I know different ways of recording compositions. (e.g letter names, symbols, audio) I know that pentatonic means 5 notes.	I know that lyrics are used to communicate a message from the composer. I know that a drone is a sustained tone.	I know that a composition has pulse, rhythm and pitch that work together. I know what repetition and contrast mean and how they can enhance composition. I know the major and minor chords.
I can express myself through sound.	I can play instruments to express my feelings and ideas.	I can engage in music performing my own composition.	I can create musical sound effects in response to a stimuli. I can improvise using body sounds and percussion. I can help to create a simple melody on a glockenspiel.	I can create music in response to a non-musical stimulus. (e.g. storm, rocket launch) I can invent rhythms for others to copy on untuned percussion. I can work with a partner to improvise simple question and answer phrases. I can compose a simple melody on a glockenspiel using more than one note.	I can plan and create a melody considering dynamics and pitch. I can invent short 'on-the-spot' responses using a limited note range. I can record my composition using graphic notation. I can compose a simple melody on a wind instrument using more than one note.	I can write lyrics for a verse in a rap. I can improvise using a range of pitches. I can compose a melody on a glockenspiel considering dynamics and pitch. I can combine known rhythmic notation with letter names to create short pentatonic phrases.	I can write appropriate lyrics for a verse in a song. I can improvise my own melody. I can improvise freely over a drone. I can improvise over a simple groove.	I can improvise over a simple groove and respond to the beat. I can create sequences of 2, 3 or 4 beat phrases and arrange them into bars. I can compose using repetition. I can use technology to create a backing track in my composition.

<b>Notation</b>								
			<p>I know that pictures can represent sounds.</p> <p>I can invent my own symbols to represent sounds.</p>	<p>I know that a stave is used to read music.</p> <p>I know that a crotchet is a note that is one beat long.</p> <p>I know that a quaver is a note that is ½ a beat.</p> <p>I can use dot notation to keep a record of composed pieces.</p>	<p>I know that a crotchet is a note that is one beat long.</p> <p>I know that a quaver is a note that is ½ a beat.</p> <p>I know that a minim lasts for 2 crotchet beats.</p> <p>I can label the stave accurately.</p>	<p>I know that a rest lasts for 4 beats.</p> <p>I know that a semibreve is note that lasts for 4 beats.</p> <p>I know that a semiquaver is ¼ of a beat.</p> <p>I can use dot notation to show higher or lower pitch.</p> <p>I can record simple melodies using graphic notation.</p>	<p>I know the difference between semibreves, minims, crotchets, crotchet rests, paired quavers and semiquavers.</p> <p>I can record simple melodies using all of the graphic notation that I know.</p>	
<b>Musicianship – Listening and Appraising</b>								
<p>I know that music is used for different parts of my daily routine.</p> <p>I know that music makes my body want to move.</p> <p>I can respond and physically to music during my day.</p> <p>I can move to music.</p>	<p>I know that music is different across the world.</p> <p>I know that music will make me feel different things.</p> <p>I can perform music and songs from different cultures and historical periods.</p> <p>I can express my thoughts and feelings.</p>	<p>I know that music can express feelings.</p> <p>I know music makes me think of different things.</p> <p>I can listen attentively to music.</p> <p>I can respond imaginatively to what the music sounds like.</p>	<p>I know what a drum, piano and guitar look and sound like.</p> <p>I know that _____ is a style of music. (Baroque, Blues, Hip Hop, Bhangra, Latin, Folk)</p> <p>I know that dynamics means loud and quiet.</p> <p>I can discuss what I think a song is about with support.</p> <p>I can talk about my likes and dislikes.</p> <p>I can respond to the pulse in music through movement. (e.g marching, tapping, dancing)</p> <p>I can talk about the dynamics that I can hear in a piece of music.</p>	<p>I know that songs can make me feel a certain way.</p> <p>I know that _____ is a style of music. (South African, Rock, Reggae)</p> <p>I know that timbre means the quality of the musical sound.</p> <p>I can begin to think about how a song makes me feel.</p> <p>I can compare the features of different pieces of music talking about my likes and dislikes.</p> <p>I can talk about the timbre of an instrument.</p>	<p>I know what a chorus is and its purpose.</p> <p>I know that _____ is a style of music. (RnB, Reggae, Disco)</p> <p>I know the musical dimensions featured in the song, and where they are used.</p> <p>I know the time signature 4/4.</p> <p>I can identify the chorus in a song.</p> <p>I can share what a song makes me think about.</p> <p>I can identify the time signature 4/4.</p> <p>I can talk about instruments that I can hear in a song and the family that they come from.</p>	<p>I know what a verse is and its purpose.</p> <p>I know that _____ is a style of music. (Pop, Rap, Grime, Gospel, Classical)</p> <p>I know when the Classical period was.</p> <p>I know that Beethoven, Mozart and Haydn were Classical Composers.</p> <p>I know the time signature ¾.</p> <p>I can identify the verse in a song.</p> <p>I can identify the structure of a song.</p> <p>I can think about what the words of a song mean.</p>	<p>I know when some songs were written and why.</p> <p>I know that _____ is a style of music. (Rock, Jazz, Pop, Rap)</p> <p>I know the style, lyrics, musical dimension and structure of songs.</p> <p>I know the time signature 2/4.</p> <p>I can give a personal opinion about a piece of music.</p> <p>I can confidently identify inter-related musical dimensions in a song.</p> <p>I can talk about the layers in songs that make up its texture.</p>	<p>I know the historical context of a song.</p> <p>I know that _____ is a style of music. (Pop, ballads, gospel)</p> <p>I know that Benjamin Britten was a famous British Composer.</p> <p>I know the time signature of 6/8.</p> <p>I can justify a personal opinion about a song with reference to musical elements.</p> <p>I can listen to songs and explain how their historical context influenced them.</p>
<p><b>New Vocabulary</b></p> <p>nursery</p> <p>song</p> <p>music</p> <p>sound</p>	<p><b>New Vocabulary</b></p> <p>nursery</p> <p>rhyme</p> <p>instrument</p> <p>loud</p> <p>quiet</p>	<p><b>New Vocabulary</b></p> <p>fast</p> <p>slow</p> <p>loud</p> <p>quiet</p> <p>pitch</p> <p>rhythm</p>	<p><b>New Vocabulary</b></p> <p>pitch</p> <p>pulse</p> <p>rhythm</p> <p>dynamics</p>	<p><b>New Vocabulary</b></p> <p>tempo</p> <p>timbre</p> <p>crochet</p> <p>quaver</p>	<p><b>New Vocabulary</b></p> <p>forte</p> <p>piano</p> <p>allegro</p> <p>adagio</p> <p>crochet</p> <p>quaver</p> <p>minim</p>	<p><b>New Vocabulary</b></p> <p>legato</p> <p>staccato</p> <p>texture</p> <p>crochet</p> <p>quaver</p> <p>minim</p> <p>rest</p>	<p><b>New Vocabulary</b></p> <p>fortissimo</p> <p>mezzo forte</p> <p>mezzo piano</p> <p>crochet</p> <p>quaver</p> <p>minim</p> <p>rest</p> <p>semibreve</p> <p>semiquaver</p>	<p><b>New Vocabulary</b></p> <p>crescendo</p> <p>decrescendo</p> <p>crochet</p> <p>quaver</p> <p>minim</p> <p>rest</p> <p>semibreve</p> <p>semiquaver</p>