



Subject Skills and knowledge Ladder	Music	CAT: Arts
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Year Group	Phase	Skills	Essential Coverage	Knowledge
Nursery	Foundation Stage	<p>Listen with increased attention to sounds. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match') and listen to and sing melodic shape (moving melody, such as up and down, down and up) of familiar songs. Make up their own songs, or improvise a song around one they know. Use instruments with increasing control to express their feelings and ideas.</p>	Learn and sing a range of well-known nursery rhymes and songs.	<p>Listen carefully to music, nursery rhymes and songs.</p> <p>Know when to join in with familiar songs and rhymes.</p> <p>Know musical vocabulary: listening, beat, time, timing.</p>
Reception	Foundation Stage	<p>Begins to build a repertoire of songs and nursery rhymes. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. Explores and experiments with the different sounds of instruments Copies movement in response to music Repeats simple repeated rhythms.</p>	<p>Learn and sings a range of well-known nursery rhymes and songs. Performs songs, rhymes, poems and stories with others, and – when appropriate – aims to move in time with music.</p>	<p>Listen carefully to a wider range of music, musical genres, rhymes and songs.</p> <p>Know when to join in with songs and music, clapping in time and stopping and observing a musical pause / ending.</p> <p>Know vocabulary: tempo, rhythm, tempo, beat, pulse, musical styles.</p>
Year 1	Key Stage 1	<p>Continues to memorise a repertoire of songs. Children perform using their voices expressively and creatively by singing songs and speaking chants and rhymes</p>	<p>Enjoys singing and knows a range of songs. Listens with concentration and</p>	<p>Identify and name tuned and un-tuned percussion instruments. Vocabulary: Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk,</p>



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		<p><u>Perform</u>, listen to, review and evaluate music</p> <p><u>Experiments</u> with, create, select and combine sounds</p> <p>Listens with concentration to a range of genres and form <u>opinions</u>.</p>	<p><u>understanding</u> to a range of high-quality live and recorded music.</p> <p><u>Experiment</u> to create musical patterns.</p>	<p>Funk, pulse, rhythm, pitch, groove, audience, imagination</p>
Year 2		<p>Has <u>memorised</u> a repertoire of songs. Be creative and expressive with their voice by singing and <u>performing</u> songs and rhymes.</p> <p><u>Practises</u> playing and exploring with a range of instruments individually as well as part of a group.</p> <p>Listen to and <u>evaluate</u> a range of live and recorded music.</p>	<p>Enjoys singing and knows a range of songs. Has experienced tuned and un-tuned instruments. Listens with concentration and can <u>discuss</u> a range of high-quality live and recorded music.</p>	<p>Identify well-defined musical features.</p> <p>Identify how different sounds can give a message.</p> <p>Vocabulary: Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel</p>
Year 3	Lower Key Stage 2	<p>Can <u>recite</u> a repertoire of songs. Sing, play and <u>perform</u> musically with increasing confidence (recorders). Increase confidence in playing and <u>performing</u> in solo and ensemble contexts. <u>Practises</u> playing and can <u>improvise</u> with a range of instruments.</p> <p>Appreciate a wide range of high quality music from different traditions, composers and musicians. Can <u>evaluate</u> a range of live and recorded music, forming clear <u>opinions</u> about their views.</p>	<p>Can sing and <u>perform</u> musically across a wider range of musical genres</p> <p>Begin to play basic notes on the recorder with increasing success</p> <p>Have a go at performing in front of an</p>	<p>Music lessons available Y3 upwards</p> <p>Analyse how sounds are used to create different moods.</p> <p>Begin to describe the different purposes of music throughout history and in other cultures.</p> <p>Vocabulary: Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.</p>



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			audience of your peers	
Year 4		<p>Can recite a repertoire of songs. Play and perform in solo and ensemble contexts (recorders).</p> <p>Practises playing and can improvise, as well as compose music with a range of instruments.</p> <p>Listen with increased aural memory. Begin to interpret simple musical notation. Appreciate and research a range of music from different cultures and traditions.</p>	<p>Use voices to suit a variety of different genres</p> <p>Play simple tunes on the recorder comprising of 3 or more notes</p> <p>Begin to read music</p> <p>Perform in front of larger audience with confidence</p>	<p>Describe the different purposes of music throughout history and in other cultures.</p> <p>Understand that the sense of occasion affects the performance.</p> <p>Vocabulary: Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.</p>
Year 5	Upper Key Stage 2	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate, research and comment on a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p>Play and perform in different contexts</p> <p>Compose for a purpose.</p> <p>Listen and appraise.</p>	<p>Understand the different cultural meaning and purposes of music through history and including contemporary culture.</p> <p>Vocabulary: Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.</p>



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Year 6	Develop an understanding and be able to exemplify areas of the history of music.	Appraise a variety of musical genres. Compose and construct own musical pieces. Read and play staff and other musical notations Play and perform in solo and ensemble contexts	<p>Notice and explore how music reflects time, place and culture.</p> <p>Understand and express opinions on the different cultural meaning and purposes of music through history and including contemporary culture.</p> <p>Identify how musical concepts (rhythm, melody, harmony, form and expression) contribute to musical intentions</p> <p>Identify and compare features of music from different periods and traditions and for different purposes</p> <p>Vocabulary: style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.</p>
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Music	
Possible Wow Ideas, National days, Value links etc	Choir events; Performing to parents and the whole school, Festival of voices, Dorchester Abbey, care home, Oxford Town Hall Music assemblies – brass instruments, singing, ukuleles Radio Oxford recording at Christmas Whole school peripatetic and group lessons; brass, singing, violin, piano BBC Ten Pieces music project



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	Drumming and singing workshops with Icknield Icknield GCSE performances	
Life / Transferable Skills		
End of Year 1	End of Year 3	End of Year 6
<ul style="list-style-type: none">-To begin to recognise significant pieces of well known music, including classic and contemporary composers/songwriters-To appreciate and enjoy music-To begin to show an awareness of rhythm and beat when listening to music	<ul style="list-style-type: none">- To begin to recognise significant pieces of well-known music, including classic and contemporary composers/songwriters from a variety of different countries and cultures- To perform music with growing confidence and a sense of audience- To play an instrument with increasing accuracy, showing an awareness of tempo and timing	<ul style="list-style-type: none">- To begin to recognise significant pieces of well-known music, including classic and contemporary composers/songwriters from a variety of different countries and cultures-To be able to make links when listening to music and understand musical influences- To perform music confidently to a larger audience- To play a variety of basic instruments with accuracy and assurance