

Woodland Academy Trust Disciplinary Knowledge

Subject area: Music

Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Controlling sounds through singing and playing (performing)	<p>Sing songs and chants rhymes with some expression.</p> <p>Sing songs at different speeds.</p> <p>Use tuned and untuned instruments.</p> <p>Experiment to create accompaniments using instruments.</p> <p>Perform to an audience.</p> <p>Follow the story of a melody identifying songs</p> <p>Collaborate with peers.</p> <p>Clap in time with a steady pulse.</p>	<p>Slide the voice upwards in pitch to a high voice and downwards in pitch to a low voice.</p> <p>Describe, name and group a variety of instruments.</p> <p>Sing songs creatively adding accompaniments, changing the words and musical qualities.</p> <p>Add accompaniments to create and combine sounds using tuned and untuned instruments.</p>	<p>Perform in a group using voices and instruments with expression.</p> <p>Sing in a round.</p> <p>Collaborate with peers.</p> <p>Play singing and clapping games.</p> <p>Rehearse together to achieve objectives.</p>	<p>Use graphic notation to imitate the shape of the melody.</p> <p>Select instruments and create sounds to describe visual images.</p> <p>Perform in a group and alone using voices and instruments.</p> <p>Sing in a round and in canon.</p> <p>Collaborate with peers.</p> <p>Use voices to create and control sounds e.g. tempo, speed, dynamics, pitch.</p>	<p>Perform in a group and alone using voices and instruments creatively incorporating expression and control.</p> <p>Sing in two parts including two-part harmonies.</p> <p>Play simple chords in a sequence.</p> <p>Collaborate with peers.</p> <p>Control breathing, posture and sound projection when singing.</p> <p>Perform a cyclic pattern e.g. samba.</p>	<p>Use graphic/traditional/other notation to develop a deeper understanding of the shape/form of melodies.</p> <p>Perform in a group and alone using voices and instruments with increasing fluency, accuracy, control and expression.</p> <p>Collaborate with peers.</p> <p>Create different vocal effects when singing and rapping.</p>
Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Creating and developing musical ideas (composing)	<p>Explore different instruments and ways of making a sound with them.</p>	<p>Adapt symbols representing music to show changes in dynamics.</p>	<p>Interpret notation of rhythm (not on a staff).</p> <p>Create melodic</p>	<p>Improvise and compose music for a range of purposes controlling musical qualities.</p>	<p>Begin to use simple formal notation including beats in a bar.</p> <p>Experiment with different sounds and instruments.</p>	<p>Compose using an understanding of music from a range of cultures, times and styles.</p>

	<p>Begin to use symbols to represent sounds.</p> <p>Begin to use technology to record sounds.</p> <p>Make sound effects.</p>	<p>Create a sound story.</p> <p>Choose and control sounds to create different moods and effects.</p>	<p>phrases.</p> <p>Experiment with different sounds and instruments.</p> <p>Compose music in pairs and small groups.</p>	<p>Experiment with different sounds and instruments.</p> <p>Look at music/notations and follow each part.</p> <p>Add words to melodic phrases.</p>	<p>Create music that describes two contrasting moods.</p>	<p>Plan for expression in compositions.</p> <p>Experiment with different sounds and instruments.</p>
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Responding and reviewing (appraising)	<p>Recognise clear changes in sounds (pitch, tempo, volume) and musical patterns.</p> <p>Respond to different moods in music.</p> <p>To respond respectfully to music.</p> <p>To provide constructive feedback to others</p>	<p>Understand how different musical elements combined can create a mood.</p> <p>Identify different instruments used in a piece of music.</p> <p>To respond respectfully to music.</p> <p>To provide constructive feedback to others.</p>	<p>Able to describe and compare moods in different pieces of music.</p> <p>Use critique to improve work.</p> <p>To respond respectfully to music.</p> <p>To provide constructive feedback to others.</p>	<p>Begin to appreciate and understand different works and composers.</p> <p>Listen to live music and evaluate impact.</p> <p>To respond respectfully to music.</p> <p>To provide constructive feedback to others.</p>	<p>Listen and appraise using appropriate musical vocabulary.</p> <p>Identify characteristics of a piece and repeat using voice or instrument.</p> <p>To respond respectfully to music.</p> <p>To provide constructive feedback to others.</p>	<p>Identify features that typify the work of great composers through time.</p> <p>Analyse and compare musical features.</p> <p>To respond respectfully to music.</p> <p>To provide constructive feedback to others.</p>
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<p>Listening and applying knowledge and understanding</p>	<p>Listen for different types of sounds.</p> <p>Know how sounds are made and changed.</p> <p>Make sounds with a slight difference, with help.</p> <p>Use voice in different ways to create different effects.</p>	<p>Listen carefully and recall short rhythmic and melodic patterns.</p> <p>Use changes in dynamics, timbre and pitch to organise music.</p> <p>Change sounds to suit a situation.</p> <p>Make own sounds and symbols to make and record music.</p> <p>Start to look at basic formal notation- play by ear first.</p> <p>Know music can be played or listened to for a variety of purposes (in history/ different cultures).</p>	<p>Use musical dimensions together to compose music.</p> <p>Know number of beats in a minim, crotchet, quaver and semibreve and recognise symbols (duration).</p> <p>Play with a sound-then-symbol approach. Use silence for effect and know symbol for a rest (duration).</p> <p>Describe different purposes of music in history/ other cultures.</p>	<p>Combine sounds expressively (all dimensions).</p> <p>Read notes and know how many beats they represent (minim, crotchet, semibreve, quaver, dotted crotchet, rests).</p> <p>Know that sense of occasion affects performance.</p> <p>Describe different purposes of music in history/ other cultures.</p>	<p>Create music with an understanding of how lyrics, melody, rhythms and accompaniments work together effectively (pitch/texture/ structure).</p> <p>Read/ work out the musical stave (notes as Year 4).</p> <p>Perform songs in a way that reflects the meaning of the words, the venue and sense of occasion so that the audience appreciates it.</p> <p>Describe different purposes of music in history/ other cultures.</p>	<p>Use increased aural memory to recall sounds accurately.</p> <p>Use knowledge of musical dimensions to know how to best combine them.</p> <p>Know and use standard musical notation to perform and record own music (adding dotted quavers).</p> <p>Use different venues and occasions to vary performances.</p> <p>(Combining all musical dimensions).</p> <p>Describe different purposes of music in history/ other cultures.</p>
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