



## Key Knowledge, Skills and Understanding for Music

### EYFS

#### Key Knowledge and Skills

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for Music within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for Music.

The most relevant statements for Music are taken from the following areas of learning:

- Communication and Language
- Physical Development
- Expressive Arts and Design

#### Key Skills and Understanding

Three and Four-Year-Olds	Communication and Language	<ul style="list-style-type: none"> <li>• Sing a large repertoire of songs.</li> </ul>
	Physical Development	<ul style="list-style-type: none"> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> </ul>
	Expressive Arts and Design	<ul style="list-style-type: none"> <li>• Listen with increased attention to sounds.</li> <li>• Respond to what they have heard, expressing their thoughts and feelings.</li> <li>• Remember and sing entire songs.</li> <li>• Sing the pitch of a tone sung by another person ('pitch match').</li> <li>• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>• Create their own songs, or improvise a song around one they know.</li> <li>• Play instruments with increasing control to express their feelings and ideas.</li> </ul>
Reception	Communication and Language	<ul style="list-style-type: none"> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• Learn rhymes, poems and songs.</li> </ul>
	Physical Development	<ul style="list-style-type: none"> <li>• Combine different movements with ease and fluency.</li> </ul>
	Expressive Arts and Design	<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> </ul>



			<ul style="list-style-type: none"> <li>• Create collaboratively, sharing ideas, resources and skills.</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following melody.</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul>
ELG	Expressive Arts and Design	Being Imaginative and Expressive	<ul style="list-style-type: none"> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>



# Key Knowledge, Skills and Understanding for Music

## Year 1

### Key Knowledge

#### Performing

- Do they know that facing their audience, sitting upright and listening to how their voice fits with others whilst singing supports a good performance?
- Do they know that repeated rhythmic patterns should be clapped or played in synchronisation with the group?

#### Composing

- Do they know the names of three percussion instruments e.g. triangle, guiro and bongo drums?
- Do they know that they can use pictures to represent sounds?

#### Appraising

- Do they know that opinions about a piece of music can be expressed, using 'because' to justify why?
- Do they know that music creates different moods which cause a variety of feelings in its listeners?

### Key Skills and Understanding

	Performing	Composing (including notation)	Appraising
Expected	<ul style="list-style-type: none"> <li>• Can they use their voice to speak/sing/chant?</li> <li>• Do they join in with singing?</li> <li>• Can they listen carefully to their own singing voice and see how it blends with others?</li> <li>• Can they use instruments to perform?</li> <li>• Do they look at their audience when they are performing?</li> <li>• Can they clap short rhythmic patterns?</li> <li>• Can they copy sounds?</li> <li>• Can they identify pulse in a piece of music?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they make different sounds with their voice?</li> <li>• Can they make different sounds with instruments?</li> <li>• Can they identify changes in sounds?</li> <li>• Can they change the sound?</li> <li>• Can they recognise repeated patterns?</li> <li>• Can they repeat (short rhythmic and melodic) patterns?</li> <li>• Can they make a sequence of sounds?</li> <li>• Can they show sounds by using pictures?</li> <li>• Can they make choices about which rhythms to use in a composition?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they respond to different moods in music?</li> <li>• Can they say how a piece of music makes them feel?</li> <li>• Can they say whether they like or dislike a piece of music?</li> <li>• Can they follow instructions about when to play or sing?</li> </ul>
Exceeding	<ul style="list-style-type: none"> <li>• Can they make loud and quiet sounds?</li> <li>• Do they know that the chorus keeps being repeated?</li> <li>• Does their voice or instrument blend with the rest of the class; matching dynamics and timbre?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they tell the difference between long and short sounds?</li> <li>• Can they tell the difference between high and low pitches?</li> <li>• Can they give a reason for choosing an instrument?</li> <li>• Can they recognise and read rhythms in crotchets and quavers?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they tell the difference between a fast and slow tempo?</li> <li>• Can they tell the difference between loud and quiet sounds and use them whilst maintaining control?</li> <li>• Can they identify two types of sound happening at the same time?</li> </ul>





# Key Knowledge, Skills and Understanding for Music

Year 2

## Key Knowledge

### Performing

- Do they know that keeping to a tune when singing is called a melody?
- Do they know that changes of tempo make music faster or slower?
- Do they know that blowing gently (whispering the “doo”) stops a recorder from making a squeak?

### Composing

- Do they know that symbols represent sounds?
- Do they know that sounds can be ordered to create a beginning, middle and end?

### Appraising

- Do they know that alterations and improvements can be made to their own compositions?
- Do they know that the musical vocabulary; tempo, pitch, pulse, dynamics and rhythm, can be used to describe a piece of music?

## Key Skills and Understanding

	Performing	Composing (including notation)	Appraising
Expected	<ul style="list-style-type: none"> <li>• Do they sing and follow the melody (tune)?</li> <li>• Do they sing accurately at a given pitch?</li> <li>• Can they perform simple patterns and accompaniments keeping a steady pulse?</li> <li>• Can they perform with others?</li> <li>• Can they play simple rhythmic patterns on an instrument?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they sing/clap a pulse increasing or decreasing in tempo?</li> <li>• Can they order sounds to create a beginning, middle and end?</li> <li>• Can they create music in response to different starting points?</li> <li>• Can they choose sounds which create an effect?</li> <li>• Can they use symbols to represent sounds?</li> <li>• Can they make connections between notations and musical sounds?</li> <li>• Can they compose a short piece for recorders using the pitches B A and G?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they improve their own work?</li> <li>• Can they listen out for particular things when listening to music?</li> <li>• Can they recognise changes of dynamics in music (loud and quiet)?</li> <li>• Can they differentiate between a recorder, fife, flute and a piccolo?</li> </ul>
Exceeding	<ul style="list-style-type: none"> <li>• Can they sing/play rhythmic patterns; keeping to the pulse?</li> <li>• Can they perform a 3 pitch recorder solo?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they use simple structures in a piece of music?</li> <li>• Do they know that phrases are where we breathe in a song?</li> </ul>	<ul style="list-style-type: none"> <li>• Do they recognise sounds that move by steps and by leaps?</li> <li>• Can they name any woodwind instruments that are used in musical traditions from around the world?</li> </ul>





# Key Knowledge, Skills and Understanding for Music

Year 3

## Key Knowledge

### Performing

- Do they know that applying the correct pressure with the left hand makes a clear sound on the ukulele?

### Composing

- Do they know that combining different sounds creates a specific mood or feeling in a piece of music?
- Do they know that a repeated pattern is called an ostinato?

### Appraising

- Do they know that the tempo changes throughout Vivaldi's Four Seasons?
- Do they know that the musical vocabulary; tempo, pitch and rhythm, can be used to describe a piece of music?

## Key Skills and Understanding

	Performing	Composing (including notation)	Appraising
Expected	<ul style="list-style-type: none"> <li>• Do they sing in tune with expression?</li> <li>• Do they control their voice when singing?</li> <li>• Can they play clear notes on instruments?</li> <li>• Can they play the following chords on a ukulele; C, C7, F+9, F and A minor?</li> <li>• Can they sing in class with a voice that matches the pitch, timbre, and dynamics of everyone else?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they use different elements in their composition?</li> <li>• Can they work in pairs to create repeated patterns with different instruments?</li> <li>• Can they combine different sounds to create a specific mood or feeling?</li> <li>• Can they recognise and use TAB notation on a ukulele?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they improve their work; explaining how it has improved?</li> <li>• Can they use musical words (the elements of music) to describe a piece of music and compositions?</li> <li>• Can they use musical words to describe what they like and dislike?</li> <li>• Can they recognise a movement from Vivaldi's Four Seasons?</li> </ul>
Exceeding	<ul style="list-style-type: none"> <li>• Can they work with a partner to create a piece of music using more than one instrument?</li> <li>• Can they play a three finger chord like G or G7 on a ukulele?</li> </ul>	<ul style="list-style-type: none"> <li>• Do they understand metre in 2 and 3 beats; then 4 and 5 beats?</li> <li>• Do they understand how the use of tempo can provide contrast within a piece of music?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they tell whether a change is gradual or sudden?</li> <li>• Can they identify repetition, contrasts and variations?</li> </ul>



### Key Knowledge

**Performing**

- Do they know the musical scales doe, ray, me, fa, so, la, ti, doe?
- Do they know the lyrics to a Christmas song?

**Composing**

- Do they know that standard notation represents sounds and their duration?
- Do they know a semibreve is one note of four beats?

**Appraising**

- Do they know the names of three famous composers (Beethoven, Mozart and Elgar) and their style of music?
- Do they know that a musical rest is silence?
- Do they know that the musical vocabulary; tempo, pitch, timbre, pulse, dynamics and rhythm can be used to describe, compare and evaluate a piece of music?

### Key Skills and Understanding

	Performing	Composing (including notation)	Appraising
Expected	<ul style="list-style-type: none"> <li>• Can they perform a simple part rhythmically?</li> <li>• Can they sing songs from memory with accurate pitch?</li> <li>• Can they improvise using repeated patterns?</li> <li>• Can they recognise various combinations of rhythms using crotchets, quavers and semiquavers?</li> <li>• Can they recognise and apply the different dynamic levels of piano, mezzo forte and forte?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they use standard notation?</li> <li>• Can they use notations to record compositions in a small group or on their own?</li> <li>• Can they use their notation in a performance?</li> <li>• Can they identify 5 pitches using western staff notation?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explain the place of silence and say what effect it has?</li> <li>• Can they start to identify different structures in music – Binary, Ternary and Rondo?</li> <li>• Can they describe and identify the different purposes of music?</li> <li>• Can they begin to identify with the style of work of Beethoven, Mozart and Elgar?</li> <li>• Can they begin to identify with the style of work of Purcell and compare this to Vivaldi and Bach?</li> </ul>
Exceeding	<ul style="list-style-type: none"> <li>• Can they use selected pitches simultaneously to produce simple harmony?</li> <li>• Can they perform the Percussion Solo <i>Chicken and Chips</i>?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explore and use sets of pitches, e.g. 4 or 5 note scales?</li> <li>• Can they compose a Rhythm Rondo?</li> <li>• Can they vary dynamics and timbre to provide contrast?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they identify how a change in timbre can change the effect of a piece of music?</li> </ul>



## Key Knowledge, Skills and Understanding for Music

Year 5

### Key Knowledge

#### Performing

- Do they know that correct breathing supports good singing?
- Do they know that expression can be added to a performance using the voice?

#### Composing

- Do they know that notes can be reordered to alter a melody?
- Do they know that a chord is a set of notes played in unison?

#### Appraising

- Do they know that the musical vocabulary; tempo, pitch, timbre, pulse and rhythm can be used to describe, compare and evaluate a piece of music?
- Do they know two differences between the works of two famous composers e.g. the piano works of Mozart and Debussy?

### Key Skills and Understanding

	Performing	Composing (including notation)	Appraising
Expected	<ul style="list-style-type: none"> <li>• Do they breathe in the correct place when singing?</li> <li>• Can they sing and use their understanding of meaning to add expression?</li> <li>• Can they maintain their part whilst others are performing their part?</li> <li>• Can they improvise within a group using melodic and rhythmic phrases?</li> <li>• Can they recognise and use basic structural forms e.g. binary, ternary and rondo form?</li> <li>• Can they recognise and apply the different dynamic levels of pianissimo, piano, mezzo piano, mezzo forte, forte, fortissimo and crescendo?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they change sounds or organise them differently to change the effect?</li> <li>• Can they use their notations to record groups of pitches (chords)?</li> <li>• Can they choose the most appropriate tempo for a piece of music?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they describe, compare and evaluate music using musical vocabulary?</li> <li>• Can they explain why they think their music is successful or unsuccessful?</li> <li>• Can they suggest improvements to their own or others' work?</li> <li>• Can they choose the most appropriate tempo for a piece of music?</li> <li>• Can they contrast the work of famous composers and show preferences?</li> </ul>
Exceeding	<ul style="list-style-type: none"> <li>• Can they use pitches simultaneously to produce harmony by building up simple chords?</li> <li>• Can they devise and play a repeated sequence of pitches on a tuned instrument to accompany a song?</li> <li>• Can they perform the Percussion Solo <i>Maine March</i>?</li> </ul>	<ul style="list-style-type: none"> <li>• Do they understand the relation between pulse and syncopated patterns?</li> <li>• Can they compose a short melody using western notation using time signatures, 5 different pitches, an interesting rhythm and some dynamic variation?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explain how tempo changes the character of music?</li> <li>• Can they identify where a gradual change in dynamics has helped to shape a phrase of music?</li> </ul>





## Key Knowledge, Skills and Understanding for Music

Year 6

### Key Knowledge

#### Performing

- Do they know that performing from memory has a positive impact on the audience?
- Do they know that singing in harmony improves the quality of a performance?

#### Composing

- Do they know the names of three different forms of notation? (e.g. standard notation, lead sheets, ukulele tablature, graphic notation, MusicLab)
- Do they know that different forms of notation serve different purposes?

#### Appraising

- Do they know that Gustav Holst composed the Planets Suite Music?
- Do they know that John Williams is a film composer and some of his work includes *Superman*, *Star Wars* and *Jurassic Park*?
- Do they know the names of three instruments from the brass family e.g. cornet, trombone, euphonium?
- Do they know that a piece of music can be created for different purposes to affect the occasion? (e.g. analysing the orchestra's role in a film)
- Do they know that the musical vocabulary; tempo, pitch, timbre, pulse and rhythm can be used to describe, compare and evaluate a piece of music?

### Key Skills and Understanding

	Performing	Composing (including notation)	Appraising
Expected	<ul style="list-style-type: none"> <li>• Can they sing a harmony part confidently and accurately?</li> <li>• Can they perform parts from memory?</li> <li>• Can they perform using notations?</li> <li>• Can they take the lead in a performance?</li> <li>• Can they take on a solo part?</li> <li>• Can they provide rhythmic support?</li> <li>• Can they recognise and apply the different dynamic levels of pianissimo, piano, mezzo piano, mezzo forte, forte, fortissimo and crescendo?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they use a variety of different musical devices in their composition such as melody, rhythms, chords and dynamics?</li> <li>• Do they recognise that different forms of notation serve different purposes?</li> <li>• Can they use different forms of notation?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they refine and improve their work?</li> <li>• Can they evaluate how the venue, occasion and purpose affects the way a piece of music is created?</li> <li>• Can they analyse features within different pieces of music?</li> <li>• Can they compare and contrast the impact that different composers from different times will have had on the people of the time?</li> </ul>
Exceeding	<ul style="list-style-type: none"> <li>• Can they perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together?</li> <li>• Can they perform the Percussion Solo <i>The Blues</i> or <i>Hob Nob</i>?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they show how a small change of tempo can make a piece of music more effective?</li> <li>• Do they use the full range of chromatic pitches to build up chords, melodic lines and bass lines?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they appraise the introductions, interludes and endings for songs and compositions they have created?</li> </ul>







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PRIMARY SCHOOL