



Music Key Knowledge, Skills and Assessment

Music is taught using Charanga, a scheme of work which delivers all aspects of the National Curriculum for Music. It is planned in a 'spiral curriculum', within which children revisit existing knowledge and skills in each unit, building on them and extending them incrementally. In this manner, learning is consolidated and augmented, allowing for increasing musical confidence, while constantly being gently challenged to go further.

Termly Questions: Each term there is an overarching question for each year group. This question is the stimulus of conversation around music that children listen to and that they create themselves. These questions link back to the social, emotional and cultural threads that run through the curriculum, linking music to the whole curriculum and wider world. Through exploring these questions children learn about musical history, the place of music in the modern world, its place in our lives and in that of others.

Knowledge and Skills: The Model Music Curriculum (as delivered through Charanga) has a clear progression of skills and knowledge, following the guidance set out by DFE, that are built upon as the children continue their learning through each year group. Each term children have key knowledge, and key skills to focus upon while rehearsing previously attained knowledge and skills from previous units. Each term this knowledge and skill focus stems from one of the key elements of the music curriculum: composition, musical elements (rhythm, pitch, tempo, dynamics, and timbre), improvisation, notation, music technology, listening and appraising.

EYFS: The Early Years Curriculum precedes the Model Music Curriculum, and directly supports children achieving the intentions set out in Development Matters (2021), enabling them to achieve the Early Learning Goals for Expressive Arts and Design. As taught through Charanga, this musical curriculum uses the same spiral structure as used in the primary year groups, enabling children to continually practise and refine existing skills and knowledge, while learning and practising new content.

At Nursteed children receive lessons on 45 minutes - 1 hour each week, and 15 minutes additional vocal teaching.

Additional Music Access: At Nursteed children are given the opportunity to take on additional peripatetic music lessons which include: drumming, song-writing, guitar and ukulele tuition. Children who partake in peripatetic tuition are given additional opportunities for performance to the wider school community, and opportunities to take instrumental examinations with a range of musical boards including: ABRSM, Rock School and Trinity College.



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EYFS

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Term and Unit Theme	<u>Term 1:</u> All About Me	<u>Term 2:</u> My Stories - Christmas, Festivals, Fairies, Pirates, Treasure, Superheroes, Let's pretend, Once upon a time	<u>Term 3:</u> Everyone - Family, friends, people and music from around the world	<u>Term 4:</u> Our World - explore: animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea, space	<u>Term 5:</u> Big Bear Funk - A Transition unit	<u>Term 6:</u> Reflect, Rewind and Replay: Consolidation of learning and contextualising the history of music.
Assessment focus:	Beat/Pulse	Exploring Simple Patterns	Developing Notation Skills	Time Signatures	Music Technology	Developing Melodic Phrases
KEY SKILLS	I can clap the rhythm of names. I can mirror high and low sounds using my voice.	I can clap the rhythm of short phrases from songs. I can identify high and low notes in a song with support.	I can copy clap some phrases of rhythm from songs. I can identify high and low notes in a song with support.	I can copy clap some phrases of rhythm from songs. I can create a pattern of notes using 2 notes.	I can copy clap 3 or 4 word phrases from a song. I can clap a beat in time with a song.	I can copy clap 3 or 4 word phrases from a song. I can add pitched notes to the rhythm of the words or phrases in the song.
KEY KNOWLEDGE	I know 2 nursery rhymes by heart I know that we can move with the pulse of the music.	I know 4 nursery rhymes by heart. I know that performance is for sharing music.	I know 7 nursery rhymes by heart. I know that songs have sections.	I know 11 nursery rhymes by heart. I know that we can move with the pulse.	I know 15 nursery rhymes by heart. I know that performance is for sharing music.	I know up to 20 nursery rhymes by heart. I know that songs have sections.



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The Model Music Curriculum Years 1 to 6

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1 Key Question: (Supporting school ethos)	How can we make friends when we sing together?	How does music help us to make friends?	How does music bring us closer together?	How does music bring us together?	How does music bring us together?	How does music bring us together?
Assessment focus:	Beat/Pulse	Exploring Simple Patterns	Developing Notation Skills	Time Signatures	Music Technology	Developing Melodic Phrases
KEY SKILLS	I can find the beat in a piece of music. I can clap/play along with a steady beat.	I can clap/play back a rhythmic pattern. I can sing/play back a melodic pattern. I can create my own rhythmic and melodic pattern.	I can clap a pattern of given notes using crotchets and quavers. I can read and respond to semibreves, minims, crotchets and paired quavers.	I can identify the time signatures: 2/4, 3/4 and 4/4 in music that I hear. I can sing in different time signatures.	I can improvise in a minor key. I can use music technology to record my compositions using either a graphic score or a staff.	I can improvise to practise and refine melodic phrases to build a composition. I can record a melodic phrase on a staff using at least 3 different note lengths.
KEY KNOWLEDGE	Every piece of music has a beat/pulse	I can tell you 2 patterns you might find in a piece of music	I know that notation is how music is written down/communicated.	I can describe to time signatures: 2/4, 3/4 and 4/4	I know where to find the key signature in a piece of music.	I know where each note is placed on a treble staff.



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	The beat of the music keeps us together.	(rhythm, melody). I can tell you how a rhythmic or melodic pattern might change. I can tell you one reason why patterns are so important in music.	I can identify: - a stave - treble clef - time signature - lines and spaces on a stave I know the note lengths of crotchets, minims, semi-breves and quavers.	I know where to find a time signature on a piece of written music.	I know and can explain how changes in dynamics and tempo can affect the music.	
Assessment Questions (Quiz)	'Every piece of music has a ____' What is purpose of the beat/pulse of the music?	Tell me two patterns you might find in a piece of music. Tell me how one of those patterns might change in a piece of music. Why are patterns so important in music?	What is musical notation? Point to... - a stave - treble clef - time signature - lines on a stave - spaces on a stave How long is... - A crotchet? - A minim? - Semi-breve? - Quaver?	Tell me about the time signatures... - 2/4 - 3/4 - 4/4 Tell me where to find the time signature on this piece of music.	Tell me where to find the key signature in this piece of music. What will it look like? Tell me the effect it can have when the dynamics change in a piece of music. Tell me the effect it can have when the tempo changes in a piece of music.	Plot these notes onto the stave... -c (middle c) -d -e -f -g -a -b -c -d -e -f



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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 2	How does music tell stories about the past?	How does music teach us about the past?	What stories does music tell us about the past?	How does music connect us with our past?	How does music connect us with our past?	How does music connect us with our past?
Assessment focus:	Rhythm and Pitch	Dynamics and Tempo	Enjoying improvisation	Combining Elements to Make Music	Emotions and Musical Styles	Understand Structure and Form
AUTUMN 2 SKILLS	<p>I can clap back a short pattern of long and short note.</p> <p>I can sing back a pitch interval.</p> <p>I can create my own pattern of long and short notes.</p>	<p>I can follow a conductor to change dynamics when singing or playing.</p> <p>I can change tempo in response to a stimuli</p> <p>I can change dynamics in response to a stimuli</p>	<p>I can improvise short pieces in the major scale using sets of 3 to 5 notes.</p> <p>I can improvise short vocal responses within a limited note range.</p>	<p>I can identify the layers of sound that build the texture in a piece of music.</p> <p>I can copy a musical structure when composing my own piece of music.</p>	<p>I can talk about feelings created by music.</p> <p>I can identify the style of a piece of music.</p>	<p>I can listen to a piece of music and talk about its structure.</p> <p>I can plan a structure for my own composition.</p>
KEY KNOWLEDGE	<p>I know that rhythm is a pattern of long and short sounds.</p> <p>I know that pitch is high and low sounds.</p>	<p>I know that different tempos have different effects in music.</p> <p>I know that different dynamics have different effects in music.</p>	<p>I know that musical pieces have a beginning, a middle and an end.</p>	<p>I know that the 'texture' of music is the layers of sound working together make music very interesting to listen to.</p> <p>I can talk about the structure of a piece</p>	<p>I can justify my opinion using my knowledge of musical elements when telling you about the genre and purpose of a piece of music.</p>	<p>I know that different genres of music have different types of structure.</p> <p>I know that form and structure can be used in music to tell a story.</p>



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	I know that a melody is a pattern of notes which change in pitch and rhythm.	I can talk about how tempo and dynamics are used to tell a story in music.		of music I hear. For example, identifying the verse, chorus, instrumental, introduction, bridge		
Assessment Questions (Quiz)	<p>What is rhythm?</p> <p>What is pitch?</p> <p>What is a melody?</p>	<p>Why do some pieces of music have different tempos?</p> <p>Why are different dynamics used in music?</p> <p>Tell me how tempo and dynamics are used in a piece of music.</p>	<p>Complete my sentence:</p> <p>Musical pieces have a _____, _____ and an end.</p>	<p>What is musical texture?</p> <p>Tell me about the structure of this piece of music.</p>	<p>What are the musical elements in this piece of music telling you about the genre?</p>	<p>Tell me three genres of music which have different structures.</p> <p>Why to pieces of music need a structure?</p>



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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spring 1	How does music make the world a better place?	How does music make the world a better place?	How does music make the world a better place?	How does music improve our world?	How does music improve our world?	How does music improve our world?
Assessment focus:	Tempo and Dynamics	Exploring Feelings Through Music	Composing Using Your Imagination	Developing Pulse and Groove through Improvisation	Exploring Key and Time Signatures	Gain Confidence Through Performance
KEY SKILLS	<p>I can tell you about the dynamics in a piece of music.</p> <p>I can tell you about the tempo in a piece of music.</p> <p>I can sing/play loudly and quietly.</p>	<p>I can say how a piece of music makes me feel.</p> <p>I can tell you how the dynamics in a piece of music can change the emotion (for example: loud and angry, bright/loud and happy, soft and sad).</p> <p>I can play an instrument in response to a mood stimuli.</p>	<p>I can compose over a simple chord progression.</p> <p>I can use simple dynamics in my composition.</p> <p>I can create a melody using crotchets and minims.</p>	<p>I can improvise over a groove.</p> <p>I can compose over a groove and record my composition.</p>	<p>I can identify the time signature when listening to a piece of music in: 2/4, 3/4, 4/4, 5/4 and 6/8.</p> <p>I can play and rehearse with my peers in up to 4 parts.</p>	<p>I can listen back to my performance and say where and how it can be improved.</p> <p>I can practise musical elements when rehearsing to improve my performance (dynamics, phrasing, tempo, rhythm).</p>



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<p>KEY KNOWLEDGE</p>	<p>I know that tempo is how fast or slow the music is played.</p> <p>I know that dynamics is how loud or quiet the music is played.</p>	<p>I know that music can communicate feeling and emotions.</p> <p>I know that music can make people feel different emotions.</p>	<p>I know the note lengths of:</p> <ul style="list-style-type: none"> - Crotchets - Quavers - Minims - Semibreves 	<p>I can explain 'groove' as a changing pattern of rhythm.</p>	<p>I know and can explain the meaning of the numbers in a time signature.</p> <p>I know where to find the key signature in a piece of music and can explain what it means.</p>	<p>I can say how the voice is used in a variety of genres and how its use changes: rap, gospel, opera, pop</p>
<p>Assessment Questions (Quiz)</p>	<p>What does tempo mean?</p> <p>What does dynamic mean?</p>	<p>What can be communicated through a piece of music?</p> <p>Complete my sentence. 'Music can make me _____ different _____.'</p>	<p>How long is...</p> <ul style="list-style-type: none"> - A crotchet? - A minim? - Semi-breve - Quaver? 	<p>What is 'groove'?</p>	<p>What do the numbers mean in a time signature?</p> <p>Show me the time signature in this piece of music and tell me what it means.</p>	<p>Tell me how the voice might be used in these genres...</p> <ul style="list-style-type: none"> -rap - gospel - Opera - pop



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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spring 2	How does music help us to understand our neighbours?	How does music teach us about our neighbourhood?	How does music help us to get to know our community?	How does music teach us about our community?	How does music teach us about our community?	How does music teach us about our community?
Assessment focus:	Combining pulse, pitch and rhythm	Inventing a Musical Story	Sharing Musical Experiences	Creating Simple Melodies Together	Introducing Chords	Exploring Notation Further
KEY SKILLS	<p>I can sing back a short melodic pattern.</p> <p>I can move to a beat.</p> <p>I can create a rhythmic pattern made up of words.</p>	<p>I can improvise with a set of 3-5 given notes.</p> <p>I can use rhythm and tempo to create a happy tune.</p> <p>I can record my composition on a staff with my teacher.</p>	<p>I can improvise rhythm patterns to match the style of music.</p> <p>I can improvise melodic patterns using 3-5 notes to match the style of music.</p>	<p>I can copy back melodic patterns with up to 6 notes.</p> <p>I can listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers, semiquavers and their rests, by ear or from notation.</p>	<p>I can identify single note and chords when listening to a piece of music.</p>	<p>I can understand the code of staff music notation and use this to read a simple melody.</p> <p>I can understand the code of staff music notation and use this to read a simple rhythm.</p>
KEY KNOWLEDGE	<p>I know that pitch is high and low sounds.</p> <p>I know that rhythm is a pattern of long and short sounds.</p>	<p>I know that formal music is written on a staff made up of 5 lines.</p> <p>I know that when the music has a</p>	<p>I can give an example of how music is used socially in another country. For example a 'powwow'.</p>	<p>I know and can explain the note lengths: semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers</p>	<p>I can explain a chord as 'two or more notes played at the same time'.</p> <p>I know that John Williams was a</p>	<p>I know the progression of how music has been recorded through history: written, vinyl/records, cassettes, CDs, MP3, Smartphones and other such devices, social media</p>



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	I know that the pulse is the regular beat/heartbeat of the music.	4/4 time signature there are four beats in each bar.			composer of film music. I know that Florence Price was the first African-American woman to have a symphony performed in America.	I know why it is still important that music is written down.
Assessment Questions	What is pitch? What is rhythm? What is the pulse/beat?	What is formal music written on? What does a 4/4 time signature mean?	Tell me 2 ways that music can be used socially.	How long is... - A crotchet? - A minim? - Semi-breve - Quaver? - Dotted crotchets	What is a chord? Who is John Williams? What was special about Florence Price?	Tell me 5 ways that music can be recorded over the years. Why is it still important that music is written down?



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Summer 1	What songs can we sing to help us through the day?	How does music make us happy?	How does music shape our way of life?	How does music shape our way of life?	How does music shape our way of life?	How does music shape our way of life?
Assessment focus:	Improvisation	Music that makes you want to dance	Learning more about musical styles	Connecting notes and feelings	Words, Meaning and Expression	Using Chords and Structure
KEY SKILLS	<p>I can improvise a melody with a set of 2 or 3 given notes.</p> <p>I can improvise a rhythmic word pattern in response to one that is given.</p>	<p>I can share my thoughts and feelings about the music I listen to.</p> <p>I can tell you about the tempo and dynamics of the music and how they contributes to the mood.</p> <p>Begin to group beats in twos and threes, by tapping knees on the first (strongest) beat and clapping the remaining beats</p>	<p>I can take breaths which enable me to sing entire music phrases.</p> <p>I can change the way I sing to adapt to different musical styles (gospel, jazz, hip-hop).</p> <p>I can use expression in my voice to bring out the meaning of the lyrics.</p>	<p>I can identify major and minor tonality by ear.</p> <p>I can identify the main theme of a piece of music.</p>	<p>I can sing expressively, with attention to breathing and phrasing.</p> <p>I can sing expressively, with attention to dynamics and articulation.</p>	<p>I can compose using sets of chords.</p> <p>I can talk about the chords I have used and why.</p>



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<p>KEY KNOWLEDGE</p>	<p>I know that improvising means making up your own music but not writing it down.</p> <p>I know that you can improvise a rhythm pattern and/or a pitch pattern.</p>	<p>I know that the speed of the beat can change making the music faster or slower.</p> <p>I know that different pieces of music have different beat groupings/time signatures.</p>	<p>I can say why it is important to warm up my voice before singing.</p> <p>I can say three things I can do to warm up my voice.</p>	<p>I can describe major tonality as happy.</p> <p>I can describe minor tonality as sad/angry.</p> <p>I can describe legato and staccato, and their effect on the music.</p>	<p>I know and can explain the difference between singing, rap and scat.</p>	<p>I can describe minor tonality as sad/angry.</p> <p>I can explain a chord as 'two or more notes played at the same time'.</p>
<p>Assessment Questions</p>	<p>What does 'improvise' mean?</p> <p>Tell me two things you can improvise.</p>	<p>What can happen to the beat of the music? What happens to the music when this happens?</p> <p>Complete my sentence 'Different pieces have different _____ (time signatures).'</p>	<p>Tell me why it is so important to warm up my voice before I sing.</p> <p>Tell me 3 things you can do to warm up your voice.</p>	<p>Describe major tonality.</p> <p>Describe minor tonality.</p> <p>What does legato mean and what effect does it have on the music?</p> <p>What does staccato mean and what effect does it have on the music?</p>	<p>Tell me the difference between singing, rap and scat.</p>	<p>Describe minor tonality.</p> <p>What is a chord?</p>



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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Summer 2 Key Question:	How does music connect us with the environment?	How does music teach us about looking after our planet?	How does music connect us with the environment?	How does music connect us with the environment?	How does music connect us with the environment?	How does music connect us with the environment?
Assessment focus:	Composing	Improvisation	Recognising Different Sounds	Purpose, Identity and Expression in Music	Identifying Important Musical Elements	Respecting Each Other Through Composition
KEY SKILLS	<p>I can sing back a short melodic pattern.</p> <p>I can move to a beat.</p> <p>I can create a rhythmic pattern made up of words.</p>	<p>I can work with a partner to create short melodic rhythmic phrases using 3 notes.</p> <p>I can improvise rhythm patterns using my body (clapping, stamping, moving)</p>	<p>I can describe the sounds made by a small variety of instruments (flute, horn, harp, and violin).</p> <p>I can compare the sounds made by different instruments and talk about why a composer might choose them for a specific piece of music.</p> <p>I can edit and improve a group composition.</p>	<p>I can talk about the different elements of music and how they are used in a variety of genres and purposes. For example, how the pulse and tempo might change.</p>	<p>I can rehearse singing and playing in up to 4 parts.</p> <p>I can perform singing and playing in up to 4 parts.</p>	<p>I can listen to other while I am rehearsing and performing.</p>



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KEY KNOWLEDGE	<p>I know that pitch is high and low sounds.</p> <p>I know that rhythm is a pattern of long and short sounds.</p> <p>I know that the pulse is the regular beat/heartbeat of the music.</p>	<p>I know that improvising means making up your own music but not writing it down.</p> <p>I know that you can improvise a rhythm pattern and/or a pitch pattern.</p>	<p>I know that timbre means the sound that an instrument, or style of voice makes.</p> <p>I know that musical pieces need structure and repetition.</p>	<p>I know and can name the genres classical, pop, dance, country when I hear them.</p> <p>I know and can name 3 different purposes for music (for example: wedding, funeral, and story).</p>	<p>I can use the following musical elements to describe a piece of music:</p> <p>Texture Tempo Dynamics Pitch Melody Rhythm Tonality Time Signature</p>	<p>I can tell you three different uses for music or reasons for making it.</p>
Assessment Questions	<p>What is pitch?</p> <p>What is rhythm?</p> <p>What is pulse/beat?</p>	<p>What is improvising?</p> <p>Tell me two things that you can improvise.</p>	<p>What does timbre mean?</p> <p>Complete my sentence. 'Musical pieces need _____ and _____ (structure and repetition).'</p>	<p>Tell me the genre of this music as you hear it...</p> <p>Tell me 3 purposes for music.</p>	<p>Tell me about these elements in this piece of music...</p> <p>Texture Tempo Dynamics Pitch Melody Rhythm Tonality Time Signature</p>	<p>Tell me three different reasons for making music.</p>

Repeated content for consolidation