



### Knowledge and Skills – Subject Overview

<b>Subject: Music</b> <b>Key Stage: 1</b>		
<b>AREAS</b>	<b>KNOWLEDGE</b>	<b>SKILLS</b>
<b>Perform</b>	<ul style="list-style-type: none"> <li>• Know a broader range of simple songs.</li> <li>• Know basic elements of music (pitch, pulse, rhythm, dynamics, tempo, texture, timbre, structure, notation).</li> <li>• Understand basic pitch.</li> <li>• Know about an audience.</li> <li>• Know about a conductor.</li> <li>• Effective strategies for group performances.</li> </ul>	<ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>• Starting and stopping with some accuracy following given signals.</li> <li>• Play tuned and untuned instruments musically.</li> <li>• Develop dexterity through the playing of instruments.</li> <li>• Maintain a steady beat.</li> <li>• Use signals to conduct small and large groups.</li> <li>• Perform individually and in groups.</li> </ul>
<b>Listen</b>	<ul style="list-style-type: none"> <li>• Know how to listen actively.</li> <li>• Know how to describe basic elements they hear.</li> <li>• Know how an audience behaves.</li> <li>• Know some technical language and emotion words/phrases to enable varied and appropriate reactions to music.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music, as well as to their peers.</li> <li>• Articulate opinions and reactions to music listened to.</li> <li>• Identify beat in a range of music.</li> </ul>
<b>Review and Evaluate</b>	<ul style="list-style-type: none"> <li>• Know how to change and improve their own performances and compositions.</li> <li>• Know how to record performances and compositions.</li> </ul>	<ul style="list-style-type: none"> <li>• Appraise music across a range of historical periods, genres, styles and traditions.</li> <li>• Revisit and evaluate their own performances and compositions.</li> <li>• Record compositions and performances.</li> <li>• Responds to music with movement and words.</li> </ul>
<b>Compose</b>	<ul style="list-style-type: none"> <li>• Know how to select and combine sounds and instruments including using own body and voice.</li> <li>• Know about basic graphic scores.</li> <li>• Know about familiar literary characters and stories.</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> <li>• Use symbols to reflect basic graphic scores.</li> </ul>

		<ul style="list-style-type: none"> <li>• Use various stimuli, including familiar children's stories (i.e. Julia Donaldson) to create compositions.</li> </ul>
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<b>Subject: Music</b> <b>Key Stage: 2</b>		
<b>AREAS</b>	<b>KNOWLEDGE</b>	<b>SKILLS</b>
<b>Perform</b>	<ul style="list-style-type: none"> <li>• Know a wide range of songs from around the world.</li> <li>• Know elements of music (pitch, pulse, rhythm, dynamics, tempo, texture, timbre, structure, notation) with increasing depth and understanding.</li> <li>• Understand pitch variation.</li> <li>• Have an understanding of different audiences.</li> <li>• Understand staff and other musical notations.</li> </ul>	<ul style="list-style-type: none"> <li>• Control sound quality of voice.</li> <li>• Respond accurately to a conductor.</li> <li>• Hold a vocal/instrumental part independently.</li> <li>• Play in time with others.</li> <li>• Handle instruments with dexterity.</li> <li>• Maintain a steady and undulating beat.</li> <li>• Keep a rhythm going.</li> <li>• Perform individually and in groups, including with less familiar peers e.g. across year groups/in an orchestra.</li> <li>• Act as a leader showing sensitivity.</li> <li>• Play and perform in solo and ensemble contexts, using their voices and instruments with increasing accuracy, fluency, control and expression.</li> </ul>
<b>Listen</b>	<ul style="list-style-type: none"> <li>• Know how to listen actively and analytically.</li> <li>• Know how to describe the elements of music that they hear and the impact it has on the audience.</li> <li>• Know how an audience behaves.</li> <li>• Knows how to use media to respond to music.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>• Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>• Articulate opinions and reactions to music listened to with increasing variety and vocabulary.</li> <li>• Respond to music with movement and abstract images and a wide range of phrases.</li> <li>• Listen to rest of a group when performing.</li> <li>• Effectively counts a beat.</li> </ul>
<b>Review and Evaluate</b>	<ul style="list-style-type: none"> <li>• Know how to change and improve their own performances and compositions and offer suggestions for others.</li> <li>• Know how to record performances and compositions using a range of platforms and manipulate to improve.</li> </ul>	<ul style="list-style-type: none"> <li>• Appraise music across a range of historical periods, genres, styles and traditions including the works of the great composers and musicians.</li> <li>• Revisit and critically evaluate their own performances and compositions and their peers.</li> <li>• Record compositions and performances.</li> </ul>

	<ul style="list-style-type: none"> <li>• Knows how to use the musical elements to describe and evaluate music heard.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.</li> <li>• Develop an understanding of the history of music.</li> </ul>
<b>Compose</b>	<ul style="list-style-type: none"> <li>• Knows how to select instruments and structure a piece.</li> <li>• Knows how to structure music.</li> <li>• Knows that different techniques create varying effects.</li> <li>• Knows how to use symbols to create a graphic score.</li> <li>• Use a range of sounds created by the body and voice e.g. whistle.</li> </ul>	<ul style="list-style-type: none"> <li>• Improvise and compose music for a range of different purposes using the interrelated dimensions of music.</li> <li>• Create and compose music on their own and with others, using instruments and technology.</li> <li>• When composing, organise and manipulate ideas within musical structures.</li> <li>• Notate own compositions.</li> <li>• Follow a graphic score.</li> </ul>