



Year 1	Key Knowledge	Key Skills
All pupils:	<p>Pitch: Higher & lower sounds. Identify steps, leaps & repeated notes. Duration: Recognise respond & distinguish between beat & rhythm. Dynamics: Getting louder & quieter. Tempo: Getting faster & slower. Timbre: Identify families of instruments from sound & how sound made. Texture: Layers of sounds. Structure: Beginning, middle & end. Repetition & contrast.</p> <ul style="list-style-type: none"> listen with concentration and understanding to a range of high-quality live and recorded music 	<p>Singing: Accompanied by vocal patterns. Playing: More control & accuracy of tuned & untuned percussion. Rehearsing: Awareness of how to improve. Start and stop together. Notating: Respond to graphic notation. Use basic notation for rhythm & pitch. Listening & responding: Recognise changes in mood & character. Describing & discussing: Build appropriate vocabulary relating to the dimensions.</p>
Key Vocabulary		Common Misconceptions
<p>OSTINATO - Repeated rhythmic pattern or melodic shape. DRONE - Pitched note played continuously throughout a piece of music. STEADY BEAT - Regular pulse (in time). SCORE - A written form of musical composition.</p>		
Year 2	Key Knowledge	Key Skills
All pupils:	<p>Pitch: Higher & lower sounds. Identify steps, leaps & repeated notes. Duration: Recognise respond & distinguish between beat & rhythm. Dynamics: Getting louder & quieter. Tempo: Getting faster & slower. Timbre: Identify families of instruments from sound & how sound made. Texture: Layers of sounds. Structure: Beginning, middle & end. Repetition & contrast.</p> <ul style="list-style-type: none"> listen with concentration and understanding to a range of high-quality live and recorded music 	<p>Singing: Accompanied by vocal patterns. Playing: More control & accuracy of tuned & untuned percussion. Rehearsing: Awareness of how to improve. Start and stop together. Notating: Respond to graphic notation. Use basic notation for rhythm & pitch. Listening & responding: Recognise changes in mood & character. Describing & discussing: Build appropriate vocabulary relating to the dimensions.</p>
Key Vocabulary		Common Misconceptions
<p>PHRASE - Short section of a melody SEQUENCE - One after another OSTINATO - Short repeated rhythmic pattern or melodic shapes DRONE - Continuous or repeated pitch or pitches GRAPHIC SCORE - Notation using pictures or symbols STEADY BEAT - Regular pulse RHYTHM PATTERN - A group of long and short sounds</p>		

Year3	Key Knowledge	Key Skills
All pupils:	<p>Pitch: Identify melodic shape & scale patterns. Duration: Understand 2, 3 & 4 metre & how rhythms fit in steady beat. Dynamics: Getting louder & quieter in finer gradations. Tempo: Getting faster & slower in finer gradations. Timbre: Identify range of instruments by name & way played. Texture: Identify combinations of layers & solo, unison, drone & simple harmony. Structure: Repetition & contrast.</p> <ul style="list-style-type: none"> ● appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ● develop an understanding of the history of music 	<p>Singing: Rounds & partner songs. Playing: Maintain beat in 2,3 & 4 metre. Rhythmic & melodic ostinato. Rehearsing: Develop rehearsal routines & strategies. Notating: Rhythmic & pitched notation. Listening & responding: Compare & contrast music heard & performed. Aware of context, purpose & intent. Describing & discussing: Use appropriate musical vocabulary in relation to learning.</p>
Key Vocabulary		Common Misconceptions
STEADY BEAT ~ RHYTHM ~ OSTINATO ~ PITCH PHRASE ~ REPETITION ~ MUSICAL ~ SYMBOLS		

Year 4	Key Knowledge	Key Skills
All pupils:	<p>Pitch: Identify melodic shape & scale patterns. Duration: Understand 2, 3 & 4 metre & how rhythms fit in steady beat. Dynamics: Getting louder & quieter in finer gradations. Tempo: Getting faster & slower in finer gradations. Timbre: Identify range of instruments by name & way played. Texture: Identify combinations of layers & solo, unison, drone & simple harmony. Structure: Repetition & contrast.</p> <ul style="list-style-type: none"> ● appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ● develop an understanding of the history of music 	<p>Singing: Rounds & partner songs. Playing: Maintain beat in 2,3 & 4 metre. Rhythmic & melodic ostinato. Rehearsing: Develop rehearsal routines & strategies. Notating: Rhythmic & pitched notation. Listening & responding: Compare & contrast music heard & performed. Aware of context, purpose & intent. Describing & discussing: Use appropriate musical vocabulary in relation to learning.</p>
Key Vocabulary		Common Misconceptions
OSTINATO ~ DRONE ~ REPETITION ~ METRE RESTSTEP ~ LEAP ~ PHRASE ~ MELODY PENTATONIC ~ TUNED PERCUSSION UNTUNED PERCUSSION		

Year 5	Key Knowledge	Key Skills
All pupils:	<p>Pitch: Identify range of different scale patterns.</p> <p>Duration: Understand more complex rhythmic patterns & metres.</p> <p>Dynamics: Manipulated for expressive effect.</p> <p>Tempo: Wide range manipulated for expressive effect.</p> <p>Timbre: identify families of instruments and ensemble combinations.</p> <p>Texture: Understand types of harmony being used for expressive effects.</p> <p>Structure: Wider range of musical structures.</p> <ul style="list-style-type: none"> • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music 	<p>Singing: Part songs</p> <p>Playing: Simple parts. Accurate awareness of pitch, metre & balance.</p> <p>Rehearsing: Further develop rehearsal routines & strategies.</p> <p>Notating: Rhythmic and pitched notation including stave.</p> <p>Listening and Responding: Compare and contrast music heard and performed. Aware of context, purpose and intent.</p> <p>Describing & discussing: Further extend appropriate musical vocabulary in relation to learning.</p>
Key Vocabulary		Common Misconceptions
RHYTHM ~ PHRASE ~ MELODY ~ HARMONY ~ OSTINATO ~ METRE ~ REPETITION ~ SCALE ~ ACCOMPANIMENT ~ STYLE ~ EXPRESSION ~ RECORD ~ ICT		

Year 6	Key Knowledge	Key Skills
All pupils:	<p>Pitch: Identify range of different scale patterns.</p> <p>Duration: Understand more complex rhythmic patterns & metres.</p> <p>Dynamics: Manipulated for expressive effect.</p> <p>Tempo: Wide range manipulated for expressive effect.</p> <p>Timbre: Identify families of instruments & ensemble combinations.</p> <p>Texture: Understand types of harmony being used for expressive effects.</p> <p>Structure: Wider range of musical structures.</p> <ul style="list-style-type: none"> • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music 	<p>Singing: Part songs.</p> <p>Playing: Simple parts. Accurate awareness of pitch, metre & balance.</p> <p>Rehearsing: Further develop rehearsal routines & strategies.</p> <p>Notating: Rhythmic & pitched notation including stave.</p> <p>Listening & responding: Compare & contrast music heard & performed. Aware of context, purpose & intent.</p> <p>Describing & discussing: Further extend appropriate musical vocabulary in relation to learning.</p>
Key Vocabulary		Common Misconceptions
RHYTHM ~ PHRASE ~ MELODY ~ HARMONY ~ OSTINATO ~ METRE ~ REPETITION ~ SCALE ~ ACCOMPANIMENT ~ STYLE ~ EXPRESSION ~ RECORD ~ ICT		