



YEAR 3 MUSIC KNOWLEDGE

Singing

- Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so, tunefully and with expression. Perform forte and piano, loud and soft.
- Perform actions confidently and in time to a range of action songs.
- Walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.

Listening

- Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing.
- Listen to recorded performances.

Composing

- Become more skilled in improvising (using voices, tuned and untuned percussion, and other instruments), inventing short ‘on-the-spot’ responses using a limited noterange.
- Structure musical ideas (e.g. using echo or question-and-answer phrases) to create music that has a beginning, middle, and end. Pupils should compose in response to different stimuli e.g. stories, verse, images (paintings and photographs), and musical sources.
- Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re, and mi).
- Compose song accompaniments on untuned percussion using known rhythms and note values.

Performing

- Develop facility in playing tuned percussion or a melodic instrument such as violin or recorder.
- Play and perform melodies following staff notation using a small range (e.g. do-mi or C-E) as a whole class or in small groups.
- Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi.
- Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases.
- Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch.
- Introduce and understand the differences between crotchets and paired quavers.
- Apply word chants to rhythms, understanding how to link each syllable to one musical note.

YEAR 4 MUSIC KNOWLEDGE



Singing

- Continue to sing a broad range of unison songs with the range of an octave (do–do), pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).
- Sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony.

Listening

- Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing.
- Listen to recorded performances

Composing

- Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato)
- Begin to make compositional decisions about the overall structure of improvisations and continue this process in composition tasks.
- Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions.
- Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest, and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.
- Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip
- Introduce major and minor chords.
- Include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work.
- Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology.

Performing

- Develop facility in the basic skills of a selected musical instrument over a sustained learning period.
- Play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups.
- Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts
- Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A).
- Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A).
- Introduce and understand the differences between minims, crotchets, paired quavers, and rests.
- Read and perform pitch notation within a defined range (e.g. C–G/do–so).
- Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.



Singing

- Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching, and appropriate style.
- Sing three-part rounds, partner songs, and songs with a verse and a chorus

Listening

- Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing.
- Listen to recorded performances.

Composing

- Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments.
- Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). Continue this process in composition tasks.
- Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment.
- Working in pairs, compose a short ternary piece.
- Use chords to compose music to evoke a specific atmosphere, mood, or environment. Equally, pupils might create music to accompany a silent film or to set a scene in a play or book.
- Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology

Performing

- Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one staff and using notes within the Middle C–C'/do–do range. This should initially be done as a whole class with greater independence gained each lesson through smaller group performance.
- Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs.
- Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra.
- Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.
- Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers, and semiquavers.
- Understand the differences between 2/4, 3/4, and 4/4 time signatures.
- Read and perform pitch notation within an octave (e.g. C–C'/do–do).
- Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.



Singing

- Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching, and appropriate style.
- Continue to sing three- and four-part rounds or partner songs, and experiment with positioning singers randomly within the group - i.e. no longer in discrete parts - in order to develop greater listening skills, balance between parts, and vocal independence.

Listening

- Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing.
- Listen to recorded performances.

Composing

- Create music with multiple sections that include repetition and contrast
- Use chord changes as part of an improvised sequence.
- Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape.
- Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.
- Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen.
- Enhance improvised/composed melodies with rhythmic or chordal accompaniment.
- Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.

Performing

- Play a melody following staff notation written on one staff and using notes within an octave range (do-do); make decisions about dynamic range, including very loud (ff), very quiet (pp), moderately loud (mf), and moderately quiet (mp).
- Accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, tuned percussion or tablets, or demonstrated at the board using an online keyboard.
- Engage with others through ensemble playing with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line.
- Further understand the differences between semibreves, minims, crotchets, quavers, and semiquavers, and their equivalent rests.
- Further develop the skills to read and perform pitch notation within an octave (e.g. C-C/ do-do).
- Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.
- Read and play from notation a four-bar phrase, confidently identifying note names and durations.