



## Music – Knowledge and Skills Ladder

**INTENT: to be music enthusiasts** so children can

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Pupils should be taught to:	EYFS	Year 1	Year 2	KS2
<b>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</b>	Children sing songs, make music and dance, and experiment with ways of changing them. (EAD – MM)	<p>The children explore ways of using their voices expressively. They develop skills of singing while performing actions, and create an expressive story.</p> <p>The children develop an understanding of pitch through using movement, voices and instruments. They identify contrasts of high and low pitches, and create animal chant sounds and sequences.</p> <p>The children use voices, movement and instruments to explore changes of pitch. They develop a performance with different vocal pitch shapes and tuned percussion.</p>	<p>The children discover ways to use their voices to describe feelings and moods. They create and notate vocal sounds, building to a performance.</p> <p>They interpret pitch line notation using voices and tuned instruments.</p>	<p>Sing rounds (canons) and partner songs, maintaining own part with some support.</p> <p>Sing songs with a simple ostinato part.</p> <p>Sing with a developing understanding of expression and dynamics.</p>
Linked learning	<ul style="list-style-type: none"> <li>• Throughout continuous provision, daily songs and rhymes.</li> <li>• Transitional music.</li> <li>• Linked songs to all areas of learning e.g. Jack Hartman maths songs</li> </ul>	<ul style="list-style-type: none"> <li>• Christmas Show and Class assemblies</li> <li>• Embedded in all learning e.g. songs in maths, phonics, literacy, geography</li> </ul> <p>Continents and Oceans songs</p>	<ul style="list-style-type: none"> <li>• Geography: The Continents Song <a href="https://www.youtube.com/watch?v=K6DSMZ8b3LE">https://www.youtube.com/watch?v=K6DSMZ8b3LE</a></li> <li>• History: 'September 1666' <a href="https://www.youtube.com/watch?v=J5eVIKWSHAA">https://www.youtube.com/watch?v=J5eVIKWSHAA</a></li> <li>• History: Space Topic – Whole class songs</li> <li>• End of Year Show</li> </ul>	
Whole School	Poetry recitals, Christmas Shows,	Class Assemblies, daily Call and Response		Read and play 3 notes on an instrument (eg recorders) with care and a degree of accuracy.
<b>Play tuned and untuned instruments musically</b>	They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	<p>The children develop a sense of steady beat through using movement, body percussion and instruments.</p> <p>The children develop an understanding of pitch</p>	<p>The children move and play to a steady beat and to sound sequences. They will learn to control tempo.</p> <p>The children link movement with pitch</p>	



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	<p>(EAD – MM)</p> <p>Children listen attentively in a range of situations. (CLL – LA)</p> <p>Children sing songs, make music and dance, and experiment with ways of changing them. (EAD – MM)</p>	<p>through using movement, voices and instruments. They identify contrasts of high and low pitches, and create animal chant sounds and sequences.</p> <p>The children explore beat through movement, body percussion and instruments. They combine steady beat with word rhythms and explore changes in tempo.</p> <p>The children develop an understanding of metre – groups of steady beat – through counting, body percussion and reading scores.</p>	<p>movement to help develop understanding and recognition of changing pitch. They interpret pitch line notation using voices and tuned instruments.</p>	<p>Compose four bars of music using 3 notes with percussion</p> <p>Perform simple rhythmic and melodic patterns on variety of percussion instruments.</p> <p>Understand and use Italian musical terminology within vocal and instrumental composition.</p>
Linked learning	<ul style="list-style-type: none"> <li>Enhance stories using instruments e.g. We're going on a Bear Hunt and</li> <li>Jack and the Beanstalk, choosing instruments to fit sound of action of movement; and Swishy Swashy - children retell the story as a performance.</li> </ul>	<ul style="list-style-type: none"> <li>Enhancing stories using instruments e.g. Snail and Whale; African beat music for Jamela's Dress and songs about friendship for PSHE</li> </ul>	<ul style="list-style-type: none"> <li>History: 'September 1666' <a href="https://www.youtube.com/watch?v=J5eVIKWSHAA">https://www.youtube.com/watch?v=J5eVIKWSHAA</a></li> <li>All subjects linked on Music Express e.g. emotions: John Kanaka</li> </ul>	
<b>Listen with concentration and understanding to a range of high-quality live and recorded music</b>	<p>Children listen attentively in a range of situations. (CLL – LA)</p>	<p>Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.).</p> <p>Reflect on music and say how it makes people feel, act and move.</p> <p>Respond to different composers and discuss different genres of music.</p>	<p>The children are introduced to famous pieces to stimulate composition. The children interpret a storyboard with sound effects, and develop their own ideas using voices and percussion.</p> <p>Notice how music can be used to create different moods and effects and to communicate ideas.</p> <p>Listen and understand how to improve own composition.</p> <p>Sort composers in to different genres and instruments in to different types.</p>	<p>Recognise the family groups within the orchestra and the importance of the conductor.</p> <p>Describe and give opinions of the music heard with some use of musical vocabulary.</p> <p>Discuss the emotional impact of a piece.</p> <p>Identify some of the structural and expressive aspects of the music heard (starts slowly and gets faster)</p>
Linked learning	<ul style="list-style-type: none"> <li>Transition music.</li> <li>Mindfulness.</li> <li>Introducing children to new instruments and sounds</li> </ul>	<ul style="list-style-type: none"> <li>Mindfulness music</li> <li>Weather songs and sounds</li> <li>Theatre visit</li> </ul>	<ul style="list-style-type: none"> <li>Theatre visits</li> <li>Year 6 singing performance (transition)</li> </ul>	



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Whole school	MADD week; Pelican Showcase, Assemblies, visiting musicians and performers, staff choir			
<p><b>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</b></p>	<p>They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. (EAD – BI)</p> <p>Children sing songs, make music and dance, and experiment with ways of changing them. (EAD – MM)</p>	<p>The children use voices, movement and instruments to explore different ways that music can be used to describe the weather.</p> <p>The children explore beat through movement, body percussion and instruments. They combine steady beat with word rhythms and explore changes in tempo.</p> <p>The children explore sounds found in their school environment. They investigate ways to produce and record sounds, using IT to stimulate musical ideas related to geography.</p> <p>The children learn how music can be used to tell a story. They identify contrasts of fast and slow, loud and quiet, leading to a performance.</p> <p>The children respond with their bodies to steady beat and rhythm in music. They experience combining rhythm patterns with steady beat, using body percussion.</p>	<p>The children explore timbre and texture as they explore descriptive sounds. They listen to, and perform, music inspired by stories.</p> <p>They play beats and patterns from different cultures and countries. They create their own body percussion, voices and instruments.</p> <p>The children are introduced to famous pieces to stimulate composition. The children interpret a storyboard with sound effects, and develop their own ideas using voices and percussion.</p> <p>They become familiar with pitch shapes and perform them in a variety of musical arrangements.</p> <p>The children have opportunities to create descriptive sounds and word rhythms with raps and songs about weather. They create a descriptive class composition using voices and instruments.</p>	<p>Begin to take part in improvisation sessions with confidence</p> <p>Create a soundscape using tuned and un-tuned.</p> <p>Represent sounds on a graphic score with symbols for a group performance.</p>
Linked learning	<ul style="list-style-type: none"> <li>• Continuous provision children independently choose instruments and create sounds.</li> <li>• Phase 1 Phonics and listening walks</li> <li>• Enhance stories using instruments e.g. We're going on a Bear Hunt and Jack and the Beanstalk choosing instruments to fit sound of action of movement; and Swishy Swashy - children retell the story as a performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Clapping games, songs and pattern work</li> <li>• Representing weather with instruments, body percussion and voices</li> </ul>	<ul style="list-style-type: none"> <li>• Poetry recital accompaniment</li> <li>• Creating soundscapes and effects to accompany stories using Purple Mash.</li> <li>• Adding actions and sounds to stories and drama performances.</li> </ul>	
Whole School	Drama workshops, storytelling, topic assemblies and singing assemblies			



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