Woodland Academy Trust Disciplinary Knowledge

Subject area: Music



| Skill | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------|-------------------------|------------------------|---------------------|--------------------------|-------------------------------|-----------------------------|
| Controlling | Sing songs and chants | Slide the voice | Perform in a group | Use graphic notation to | Perform in a group and | Use |
| sounds | rhymes with some | upwards in pitch to a | using voices and | imitate the shape of the | alone using voices and | graphic/traditional/other |
| through | expression. | high voice and | instruments with | melody. | instruments creatively | notation to develop a |
| singing and | ' | downwards in pitch | expression. | , | incorporating expression | deeper understanding of |
| playing | Sing songs at different | to a low voice. | , | Select instruments and | and control. | the shape/form of |
| (performing) | speeds. | | Sing in a round. | create sounds to | | melodies. |
| | | Describe, name and | | describe visual images. | Sing in two parts including | |
| | Use tuned and | group a variety of | Collaborate with | | two-part harmonies. | Perform in a group and |
| | untuned instruments. | instruments. | peers. | Perform in a group and | | alone using voices and |
| | | | | alone using voices and | Play simple chords in a | instruments with increasing |
| | Experiment to create | Sing songs creatively | Play singing and | instruments. | sequence. | fluency, accuracy, control |
| | accompaniments using | adding | clapping games. | | | and expression. |
| | instruments. | accompaniments, | | Sing in a round and in | Collaborate with peers. | |
| | | changing the words | Rehearse together | canon. | | Collaborate with peers. |
| | Perform to an | and musical qualities. | to achieve | | Control breathing, posture | |
| | audience. | | objectives. | Collaborate with peers. | and sound projection when | Create different vocal |
| | | Add | | | singing. | effects when singing and |
| | Follow the story of a | accompaniments to | | Use voices to create and | | rapping. |
| | melody identifying | create and combine | | control sounds e.g. | Perform a cyclic pattern e.g. | |
| | songs | sounds using tuned | | tempo, speed, dynamics, | samba. | |
| | | and untuned | | pitch. | | |
| | Collaborate with peers. | instruments. | | | | |
| | Clap in time with a | | | | | |
| | steady pulse. | | | | | |
| | steady puise. | | | | | |
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| Skill | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Creating and | Explore different | Adapt symbols | Interpret notation | Improvise and compose | Begin to use simple formal | Compose using an |
| developing | instruments and ways | representing music | of rhythm (not on a | music for a range of | notation including beats in | understanding of music |
| musical ideas | of making a sound with | to show changes in | stave). | purposes controlling | a bar. | from a range of cultures, |
| (composing) | them. | dynamics. | | musical qualities. | Experiment with different | times and styles. |
| | | | Create melodic | | sounds and instruments. | |

| | Begin to use symbols to represent sounds. Begin to use technology to record sounds. Make sound effects. | Create a sound story. Choose and control sounds to create different moods and effects. | phrases. Experiment with different sounds and instruments. Compose music in pairs and small groups. | Experiment with different sounds and instruments. Look at music/notations and follow each part. Add words to melodic phrases. | Create music that describes two contrasting moods. | Plan for expression in compositions. Experiment with different sounds and instruments. |
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| Skill | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Responding and reviewing (appraising) | Recognise clear changes in sounds (pitch, tempo, volume) and musical patterns. Respond to different moods in music. To respond respectfully to music. To provide constructive feedback to others | Understand how different musical elements combined can create a mood. Identify different instruments used in a piece of music. To respond respectfully to music. To provide constructive feedback to others. | Able to describe and compare moods in different pieces of music. Use critique to improve work. To respond respectfully to music. To provide constructive feedback to others. | Begin to appreciate and understand different works and composers. Listen to live music and evaluate impact. To respond respectfully to music. To provide constructive feedback to others. | Listen and appraise using appropriate musical vocabulary. Identify characteristics of a piece and repeat using voice or instrument. To respond respectfully to music. To provide constructive feedback to others. | Identify features that typify the work of great composers through time. Analyse and compare musical features. To respond respectfully to music. To provide constructive feedback to others. |
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| Listening and | Listen for different | Listen carefully and | Use musical | Combine sounds | Create music with an | Use increased aural |
| applying | types of sounds. | recall short rhythmic | dimensions | expressively (all | understanding of how | memory to recall sounds |
| knowledge and | | and melodic | together to | dimensions). | lyrics, melody, rhythms and | accurately. |
| understanding | Know how sounds are | patterns. | compose music. | | accompaniments work | |
| | made and changed. | | | Read notes and know | together effectively | Use knowledge of musical |
| | | Use changes in | Know number of | how many beats they | (pitch/texture/ structure). | dimensions to know how to |
| | Make sounds with a | dynamics, timbre and | beats in a minim, | represent (minim, | | best combine them. |
| | slight difference, with | pitch to organise | crotchet, quaver | crotchet, semibreve, | Read/ work out the musical | |
| | help. | music. | and semibreve and | quaver, dotted crotchet, | stave (notes as Year 4). | Know and use standard |
| | | | recognise symbols | rests). | | musical notation to |
| | Use voice in different | Change sounds to | (duration). | | Perform songs in a way that | perform and record own |
| | ways to create different | suit a situation. | | Know that sense of | reflects the meaning of the | music (adding dotted |
| | effects. | | Play with a sound- | occasion affects | words, the venue and sense | quavers). |
| | | Make own sounds | then-symbol | performance. | of occasion so that the | |
| | | and symbols to make | approach. | | audience appreciates it. | Use different venues and |
| | | and record music. | Use silence for | Describe different | | occasions to vary |
| | | | effect and know | purposes of music in | Describe different purposes | performances. |
| | | Start to look at basic | symbol for a rest | history/ other cultures. | of music in history/ other | |
| | | formal notation- play | (duration). | | cultures. | (Combining all musical |
| | | by ear first. | | | | dimensions). |
| | | | Describe different | | | |
| | | Know music can be | purposes of music | | | Describe different purposes |
| | | played or listened to | in history/ other | | | of music in history/ other |
| | | for a variety of | cultures. | | | cultures. |
| | | purposes (in history/ | | | | |
| | | different cultures). | | | | |
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