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| **Navigation Primary Music Knowledge Map** | | |
| **EYFS music in continuous provision** | | |
| **Indoor** | * Exploration of the natural world and similarities and differences * All festivals covered and other countries and religions covered including listening to music from difference cultures and joining in with dances/parades * Giraffes Can’t Dance T4W – all dances covered and explored * Kitchen Disco T4W – role play is a disco hall with disco ball and music and children learn the rap * Open ended questions and adults engage in play * Percussion instruments |
| **Outdoor** | * Music Friday – karaoke machine, singing and dancing * Percussion – large and small * Children encouraged to create with a purpose in mind * Open ended questions and resources |
| **See EYFS Full Skills Curriculum document links**  ***NB: yellow relates to nursery*** | |
| Page 1 – Role Play  Page 7 – Investigating  Page 15 & 16 – Communication | |

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| **EYFS** | | | | |
| Nursery | Communication and Language | | | * Sing a large repertoire of songs. |
| Physical Development | | | * Use large-muscle movements to wave flags and streamers,   paint and make marks. |
| Expressive Arts and Design | | | * Listen with increased attention to sounds. * Respond to what they have heard, expressing their thoughts and feelings. * Remember and sing entire songs. * Sing the pitch of a tone sung by another person (‘pitch match’). * Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. * Create their own songs, or improvise a song around one they know. * Play instruments with increasing control to express their feelings and ideas. |
| Reception | Communication and Language | | | * Listen carefully to rhymes and songs, paying attention to how they sound. * Learn rhymes, poems and songs. |
| Physical Development | | | * Combine different movements with ease and fluency. |
| Expressive Arts and Design | | | * Explore, use and refine a variety of artistic effects to express   their ideas and feelings.   * Return to and build on their previous learning, refining ideas   and developing their ability to represent them.   * Create collaboratively, sharing ideas, resources and skills. * Listen attentively, move to and talk about music, expressing their feelings and responses. * Sing in a group or on their own, increasingly matching the pitch and following the melody. * Explore and engage in music making and dance, performing solo or in groups. |
| ELG | | Expressive  Arts and Design | Being Imaginative and Expressive | * Sing a range of well-known nursery rhymes and songs. * Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. |

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| Themes: Response to an animation (mountains), Jazz, Chinese New Year, Develop singing technique (Vikings), India – Traditional instruments and improvisation,  Instrument Unit 2, Caribbean | | | | |
|  | **Singing** | **Listening** | **Composing** | **Performing** |
| EYFS | I know how to use my voice to join in with well known songs from memory e.g. row row your boat, Frere Jaques. | I know how to respond to music with movement to reflect the tempo, dynamics or pitch of music.  I know how to explore the lyrics and music by suggesting appropriate actions e.g. using my body.  I know how to listen to and follow a beat using body percussion and untuned instrument.  I know how to consider whether a piece of music has a fast, moderate or slow tempo.  I know how to listen to sounds and match them to objects or instruments.  I know how to listen to sounds and identifying high and low pitch.  I know how to listen to and repeating simple lyrics e.g singing row row your boat.  I know how to listen to and repeating simple rhythm.  I know how to understand that different instruments make different sounds and group them accordingly. | I know how to play untuned percussion instrument ‘in time’ with a piece of music.  I know how to experiment with body percussion and vocal sounds to respond to music.  I know how to select appropriate instruments/objects to represent the music.  I know how to experiment with playing instruments in different ways. | I know how to remember and maintain my role within a group performance.  I know how to move to music with instruction to perform actions.  I know how to participate in performances to a small audience.  I know how to stop and start playing at the right time. |

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| Themes: Keeping the pulse (my favourite things), Tempo, (Snail and Mouse), Dynamics (seaside), Sound patterns (fairytales), Pitch (superheroes), Musical Symbols  (under the sea) | | | | |
|  | **Singing** | **Listening** | **Composing** | **Performing** |
| 1 | I know how to use my voice expressively to speak and chant.  I know how to sing short songs from memory, maintaining the shape of the melody and keeping in time. | I know how to understand that different types of sounds are called timbres.  I know how to understand pitch means how high or low a note is.  I know that the pulse is the regular beat that goes through music and can get faster or slower.  I know that rhythm means long or short notes.  I know that tempo is the speed of music.  I know how to describe the character, mood or story of music I listen to verbally or through movement e.g. scary - loud, eerie sounds.  I know how to express a basic opinion about the music.  I know how to listen to and repeat short, simple rhythmic patterns  I know how to listen and respond to other performers by playing as part of a group.  I know the meaning of key vocabulary e.g. chants, pitch, call and response, rhythm patterns pitch pattern, beat , tempo , body percussion, ostinato, tuned percussion , pulse. | I know how to select and create short sequences of sound with voices or instruments e.g. tuned and untuned instruments.  I know how to combine instrumental and vocal sounds within a given structure.  I know how to create simple melodies using a few notes.  I know how to choose dynamics, tempo and timbre for a piece of music. | I know how to maintain the pulse using hands and instruments.  I know how to respond to simple musical instructions such as tempo and dynamic change as part of a class performance.  I know how to perform to a live audience (singing or playing instruments). |
| Themes: Call and response (Animals), Instruments, (Musical Story telling), Nativity, Singing (On this island), Contrasting dynamics (space), TMS Ukulele, Structure (myths and legends), TMS Pitch (musical Me) | | | | |
|  | **Singing** | **Listening** | **Composing** | **Performing** |
| 2 | I know how to use my voice expressively when singing, including the use of basic dynamics.  I know how to sing short songs from memory with melodic and rhythmic accuracy. | I know timbre is the quality of sound and that it changes in music.  I know how to listen to and recognise instruments in a piece of music.  I know how to use musical vocabulary to describe music including dynamics, texture, pitch, timbre, tempo, rhythm.  I know how to listen to and repeat a short, simple melody.  I know how to suggest improvements to my own and others work.  I know and understand the meaning of music vocabulary from year 1 and dynamics, pause, improvise, dot notation | I know how to select and create longer sequences of appropriate sounds, with voices, or tune and untuned instruments.  I know how to create simple melodies using tuned and untuned instruments.  I know how to choose appropriate dynamics, tempo and timbre for a piece of music. | I know how to copy longer rhythmic patterns on untuned instruments keeping a steady pulse.  I know how to play short melodic patterns on a glockenspiel and ukulele.  I know how to perform to a live audience (singing or playing ukulele). |

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| Themes: Response to an animation (mountains), Jazz, Chinese New Year, Develop singing technique (Vikings), India – Traditional instruments and improvisation,  Instrument Unit 2, Caribbean | | | | |
|  | **Singing** | **Listening** | **Composing** | **Performing** |
| 3 | I know how to sing songs in a variety of musical styles with accuracy and control, demonstrating vocal technique.  I know how to sing and play in time with peers with some degree of accuracy and awareness of my part in the group performance. | I know how to discuss the stylistic features, styles and traditions of music using year 3 musical vocabulary e.g. pitch, tempo, timbre, notation, melody, dynamics.  I know how to recognise and explain the changes within a piece of music using musical vocabulary.  I know how to describe the timbre, dynamic and textural details of a piece of music verbally and through movement.  I know how to use musical vocabulary when discussing improvements to my own and others work.  I know and understand the meaning of music vocabulary from year 1, 2 and pulse/beat, high/low, rising/falling, call& response, echo, ostinato, unison, layered, solo, improvising, notation, quartets, quavers | I know how to compose a piece of music in a given style with voices and instruments e.g. to tell a story.  I know how to combine melodies and rhythms to compose a multi-layered composition in a given style e.g to tell a story.  I know how to use letter and rhythmic notation and key vocabulary to label and record their compositions. | I know how to perform from basic notation, incorporating rhythm and pitch and be able to identify these symbols using musical terminology.  I know how to perform to a live audience (singing or playing instruments). |

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| Themes: Body and tuned percussion (rainforests), Rock and Roll Unit, Christmas performance, Samba and carnival sounds and instruments, Haiku, music and performance (Hanami), TMS, Brass, Adapting and transposing motifs (Romans) | | | | |
|  | **Singing** | **Listening** | **Composing** | **Performing** |
| 4 | I know how to sing longer songs in a variety of musical styles from memory, with accuracy, fluency and a developing sense of expression e.g. as part of the carol concert. Rock and roll.  I know how to sing and play in time with peers with accuracy and awareness of my part in the group performance e.g. as part of the carol concert. | I know how to recognise the use and developments of motifs in music.  I know how to identify gradual dynamic and tempo changes within a piece of music e.g. diminuendo, crescendo.  I know how to recognise and discuss the stylistic features of different genres, style and traditions of music using musical vocabulary e.g. rock and roll uses fast temp, strong vocals and a walking bassline.  I know how to identify common features between different genres, styles and tradition of music.  I know how to recognise, name and explain the effect of interrelated dimensions of music.  I know how to identify scaled dynamics within a piece of music (crescendo/decrescendo).  I know how to discuss the purpose of a piece of music.  I know how to use musical vocabulary from year 1, 2, 3 and accelerando, rallentando, pentatonic scale, rounds and partner songs, repetition, crotchet, crescendo, decrescendo, motif, ostinato, texture, structure, transpose. | I know how to compose a coherent piece of music in a given style with voices, bodies and instruments e.g. rock and roll, samba.  I know how to improvise musically within a given style.  I know how to develop melodies using rhythmic variation and looping.  I know how to create a piece of music with at least four different layers and a clear structure e.g. composing a piece of music based on the rainforest.  I know how to use letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions e.g. crotchet, quaver, minim, semibreve, rest, stave. | I know how to play melody parts on tuned instruments with accuracy and control and developing instruments technique e.g. how to produce sound from a trumpet. How to use a beater on the glockenspiel to produce vibration or stop the sound.  I know how to play rhythms with accuracy, control and fluency.  I know how to perform to a live audience (singing or playing instruments) e.g. during the Christmas performance and the trumpet project. |

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| Themes: Composition notation (Ancient Egypt), Blues, Instrumental Unit, North America, South and West Africa, Looping and remixing, Musical Theatre | | | | |
|  | **Singing** | **Listening** | **Composing** | **Performing** |
| 5 | I know how to sing songs in two or more parts in a variety of musical styles from memory with accuracy, fluency, control and expressions. | I know the stylistic features of different genres, styles and traditions of music and can discuss these using musical vocabulary such as pulse, pitch, rhythm, dynamics, tempo, timbre, texture, structure.  I know how to represent the features of a piece of music using graphic notation and justify my choices.  I know how to compare, discuss and evaluate music using detailed musical vocabulary such as pulse, pitch, rhythm, dynamics, tempo, timbre, texture, structure.  I know how to develop confidence in using detailed musical vocabulary to discuss and evaluate my own and others work.  I know the meaning of vocabulary from year 1, 2, 3, 4 and simple time, compound time, chord progressions, semi breves, minims. | I know how to compose a detailed piece of music given stimulus with voices, bodies and instruments.  I know how to improvise coherently within a given style.  I know how to combine rhythmic patterns (ostinato) into a multi layered composition using all the inter-related dimensions of music.  I know how to select, discuss and refine musical choices using musical vocabulary with confidence.  I know how to suggest and demonstrate improvements to my own and others work. | I know how to work as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score and communicating with their group.  I know how to perform to a live audience (singing/instruments). |

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| Themes: Bar, Themes and variation (Pop art), Film music, Songs of WW2, Dynamics, pitch and texture (Fingal’s cave), Year 6 performance | | | | |
|  | **Singing** | **Listening** | **Composing** | **Performing** |
| 6 | I know how to sing songs in two or more parts in a variety of musical styles from memory with accuracy, fluency, control and expressions. | I know how to discuss musical eras in context, identifying how they have influenced each other.  I know how to discuss the impact of different composers on the development of musical styles.  I know how to recognise and confidently discuss the stylistic features of music.  I know how to identify the way that features of a song can complement one another to create a coherent overall effect.  I know how to evaluate how the venue, occasion and purpose affects the way a piece of music sounds.  I know how to confidently use detailed musical vocabulary to discuss and evaluate work.  I know the meaning of vocabulary from year 1, 2, 3, 4, 5. | I know how to represent changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.  I know how to improve coherently and creatively within a given style, incorporating given features.  I know how to compose a multi-layered piece of music from a given stimulus with voices, bodies and instruments.  I know how to develop melodies using rhythmic variation and changes in dynamics, pitch and texture.  I know how to record my own composition using appropriate forms of notation.  I know how to constructively critique my own and others work using musical vocabulary. | I know how to work as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score and communicating with their group.  I know how to perform with accuracy and fluency from graphic and teacher notation and from their own notation.  I know how to perform by following a teacher’s cues and directions. |