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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
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| **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
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| **See EYFS Full Skills Curriculum document links** ***NB: yellow relates to nursery*** |
| Page 1 – Role PlayPage 7 – Investigating Page 15 & 16 – Communication |

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| **EYFS** |
| Nursery | Communication and Language | * Sing a large repertoire of songs.
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| 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.
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| Reception | Communication and Language | * Listen carefully to rhymes and songs, paying attention to how they sound.
* Learn rhymes, poems and songs.
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| Physical Development | * Combine different movements with ease and fluency.
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| 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.
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| ELG | ExpressiveArts 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 patternsI 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. |