

St. Benedict's Primary School
MUSIC
KNOWLEDGE AND SKILLS BUILDER

Music element from the National Curriculum –
 Understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Phase	Context for learning	Skills
EYFS		Skills Knowledge
KEY STAGE 1	<p>YEAR 1 Spring 1 ILP Superheroes</p> <ul style="list-style-type: none"> Experiment with, create, select and combine sound using the interrelated dimensions of music. <p>Summer 2 ILP Dinosaur Planet</p> <ul style="list-style-type: none"> Experiment with, create, select and combine sounds using the interrelated dimensions of music. <p>Summer 2 ILP Paws, Claws and Whiskers</p> <ul style="list-style-type: none"> Listen with concentration and understanding to a range of high-quality live and recorded music. 	<p>Skills Create, select and combine sounds and rhythms using a variety of instruments, objects and the voice.</p> <p>Knowledge Sounds can be made by playing tuned or untuned instruments, using the voice, hitting, shaking or scraping objects, or using the body to make percussive sounds. A rhythm is a pattern or grouping of long and short sounds and is one of the basic elements of music.</p> <p>Skills Create, select and combine sounds and rhythms using a variety of instruments, objects and the voice.</p> <p>Knowledge Sounds can be made by playing tuned or untuned instruments, using the voice, hitting, shaking or scraping objects, or using the body to make percussive sounds. A rhythm is a pattern or grouping of long and short sounds and is one of the basic elements of music.</p> <p>Skills Play tuned and untuned instruments musically.</p> <p>Knowledge A piece of music played by a group of musicians should be played at the same time. Musicians should finish together to make the piece of music sound pleasing and ensure that the audience can hear the tune. Listening to others, watching a conductor and counting beats accurately can help musicians to play or sing at the same time as each other.</p> <p>Skills Copy a simple rhythm by clapping or using percussion. Identify and keep a steady pulse.</p>

		<p>Knowledge</p> <p>A rhythm is a pattern or grouping of long and short sounds and is one of the basic elements of music. A pulse is a steady beat, like a heartbeat. People can clap or tap their feet to the pulse.</p>
<p>LOWER KEY STAGE 2</p>	<p>YEAR 3</p> <p>Autumn 1</p> <p>ILP Heroes and Villains</p> <ul style="list-style-type: none"> To listen with attention to detail and recall sounds with increased aural memory. <p>Spring 2</p> <p>ILP Mighty Metals</p> <ul style="list-style-type: none"> Improvise and compose music for a range of purposes using the interrelated dimensions of music. 	<p>Skills</p> <p>Recognise and describe sounds and changes in a piece of music using musical vocabulary.</p> <p>Knowledge</p> <p>Specific terms can be used to describe the sounds and changes in a piece of music, including pitch (high or low), timbre (sound quality), dynamics (loudness) and tempo (speed).</p> <p>Skills</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p> <p>Knowledge</p> <p>Sequences of sounds combine melodies, harmonies, pitches, rhythms and dynamics. Sequences can be written down using informal pictures or symbols in a graphic score or using musical notation.</p>
<p>UPPER KEY STAGE 2</p>	<p>YEAR 5</p> <p>Autumn 2</p> <p>ILP Off with her Head</p> <ul style="list-style-type: none"> To use and understand staff and other musical notations. To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. 	<p>Skills</p> <p>Use musical notation to perform and write music.</p> <p>Knowledge</p> <p>In musical notation, time signatures tell musicians how many beats are in a bar. For example, the time signature 4/4 shows that there are four crotchet beats in a bar. In a piece of music written in 4/4, there may be eight quavers, four crotchets, two minims, one semibreve or a combination that add up to the total of four crotchet beats.</p> <p>Skills</p> <p>Maintain their part in a performance with confidence, accuracy, fluency, control and expression, and with an awareness of what others are playing or singing.</p>

		<p>Knowledge</p> <p>Accurate and confident group performances benefit from various factors: practice and preparation; the monitoring and adjustment of pitch, rhythm, timbre and dynamics; rapid responses to the actions of others and awareness of the role of each musician.</p>
<p>UPPER KEY STAGE 2</p>	<p>YEAR 6 Autumn 1 ILP A Child's War</p> <ul style="list-style-type: none"> Improvise and compose music for a range of purposes using the interrelated dimensions of music. 	<p>Skills Identify and explain patterns and motifs in live and recorded music that provoke feelings in the listener.</p> <p>Knowledge A motif in music is a short musical idea that is repeated and developed throughout a piece.</p> <p>Skills Play and create pieces of music with a clear understanding of pulse and rhythm.</p> <p>Knowledge Pulse can be created using bar lines to write bars of music with the same number of beats per bar, and using articulation to create strong beats. Rhythm can be created using notes of varying length, such as quavers, crotchets, minims and semibreves.</p> <p>Skills Compose and perform a group score using a wide variety of timbres, textures, rhythms and motifs.</p>
	<p>YEAR 6 Autumn 2 ILP Blood Heart</p> <ul style="list-style-type: none"> Improvise and compose music for a range of purposes using the interrelated dimensions of music. 	<p>Skills Play and create pieces of music with a clear understanding of pulse and rhythm.</p> <p>Skills Compose and perform a group score using a wide variety of timbres, textures, rhythms and motifs.</p>

	<p>YEAR 6 Spring 1 ILP Frozen Kingdom</p> <ul style="list-style-type: none"> Improvise and compose music for a range of purposes using the interrelated dimensions of music. 	<p>Skills Compose and perform a group score using a wide variety of timbres, textures, rhythms and motifs.</p> <p>Knowledge A score contains all the information musicians need to rehearse and perform a piece of music, including separate lines for each instrument or voice part, notation showing pitch and duration of sounds and markings to show dynamics, such as <i>*mp*</i> and <i>*mf*</i>.</p>
	<p>YEAR 6 Summer 1 ILP Hola Mexico</p> <ul style="list-style-type: none"> Improvise and compose music for a range of purposes using the interrelated dimensions of music. 	<p>Skills Play and create pieces of music with a clear understanding of pulse and rhythm.</p> <p>Skills Compose and perform a group score using a wide variety of timbres, textures, rhythms and motifs.</p> <p>Knowledge A score contains all the information musicians need to rehearse and perform a piece of music, including separate lines for each instrument or voice part, notation showing pitch and duration of sounds and markings to show dynamics, such as <i>*mp*</i> and <i>*mf*</i>.</p>

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