

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

Music element from the National Curriculum –
 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.

Phase	Context for learning	Skills
EYFS		Skills Knowledge
KEY STAGE 1	YEAR 1 Autumn 2 ILP Bright Lights <ul style="list-style-type: none"> • To use their voices expressively and creatively by singing songs and speaking chants and rhymes. Summer 2 ILP Paws, Claws and Whiskers <ul style="list-style-type: none"> • To use their voices expressively and creatively by singing songs and speaking chants and rhymes. 	Skills Sing traditional songs, nursery rhymes and chants clearly. Knowledge Traditional songs, nursery rhymes and chants have been passed down to different generations using the oral tradition. They usually contain repeated rhythms or melodies, a strong pulse and rhyming words. Skills Play and sing pieces of music, starting and finishing together. 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.
	YEAR 2 Autumn 2 ILP Land Ahoy <ul style="list-style-type: none"> • To use their voices expressively and creatively by singing songs and speaking chants and rhymes. Summer 2 ILP Scented Gardens	Skills Sing simple songs and chants with a sense of melody and shape. Knowledge A melody is a succession of notes arranged to create a musical shape and is the dominant tune of the composition. The shape of music is the direction of the music through structure, dynamics and expression. Skills Play and sing pieces of music, starting and finishing together.

	<ul style="list-style-type: none"> Sing simple songs and chants with a sense of melody and shape. 	<p>Knowledge</p> <p>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>LOWER KEY STAGE 2</p>	<p>YEAR 3 Autumn 1 ILP Heroes and Villains</p> <ul style="list-style-type: none"> Improvise and compose music for a range of purposes using the interrelated dimensions of music. <p>Summer 1 ILP Scrumdiddlyumptious!</p> <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. <p>Summer 2 ILP Tremors</p> <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. <p>YEAR 4 Spring 2 ILP Burps, Bottoms and Bile</p> <ul style="list-style-type: none"> To improvise and compose music for a range of purposes using the interrelated dimensions of music. 	<p>Skills</p> <p>Improvise and compose sequences of sounds and vocals and record them using notes or pictures.</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>Skills</p> <p>Play or sing a part with increased control, fluency, expression and accuracy on tuned and untuned instruments.</p> <p>Knowledge</p> <p>Control in music can include breath control, where singers ensure that they have enough breath to sing to the end of phrases, or control of a musical instrument, such as using bow strokes correctly when playing the violin. To sing or play accurately, the pitch, rhythm and dynamics of notes should match the intent of the musical score.</p> <p>Skills</p> <p>Play or sing a part with increased control, fluency, expression and accuracy on tuned and untuned instruments.</p> <p>Knowledge</p> <p>Control in music can include breath control, where singers ensure that they have enough breath to sing to the end of phrases, or control of a musical instrument, such as using bow strokes correctly when playing the violin. To sing or play accurately, the pitch, rhythm and dynamics of notes should match the intent of the musical score.</p> <p>Skills</p> <p>Play or sing music from notation and memory, with increasing accuracy, fluency and control</p> <p>Knowledge</p> <p>Identifying the pitch and length of notes, observing rests and responding to dynamic marking, such as *p* or *f* will increase the accuracy, fluency, control and expression of a performance.</p>

	<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 	<p>Skills Sing songs accurately, both solo and as part of an ensemble.</p> <p>Knowledge Solo singing is singing alone. Accurate solo singing includes good timing, note memory and accurate pitching of notes. Ensemble singing is singing in a group. Accurate ensemble singing includes the ability to listen to others, sing at the same volume as them, and follow the signals and instructions of a conductor.</p>
UPPER KEY STAGE 2	<p>YEAR 5 Autumn 2 ILP Off with her head</p> <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. <p>Spring 1 ILP Alchemy Island</p> <ul style="list-style-type: none"> Improvise and compose music for a range of purposes using the interrelated dimensions of music. 	<p>Skills Maintain a part within an ensemble when singing in a round or in harmony.</p> <p>Knowledge Rounds consist of the same melody being sung at different times in a group. Harmony singing consists of a melody line accompanied by other lines of music made up of differently pitched notes that, when sung together, give a pleasing effect. Harmonies can have the same words at the same time, or 'oo's and 'ah's sung underneath a melody.</p> <p>Skills Compose and perform a short piece of music, using a range of musical techniques, including an ostinato</p> <p>Knowledge An ostinato is a short melody that is played over and over again. A rhythmic ostinato is a short, constantly repeated rhythmic pattern. Other musical techniques are pitch (high or low), tempo (speed) and dynamics (loudness).</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 Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>

		<p>Skills Take the lead in instrumental or singing performances and provide suggestions to others.</p> <p>Knowledge Suggestions for improvements to musical performances include more practise; strategies to cope with performance pressure; better presentation, including eye contact with the audience; improving the planning and logistics of a performance and confidently introducing pieces and songs.</p>
	<p>YEAR 6 Autumn 2 ILP Blood Heart</p> <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. 	<p>Skills Play and create pieces of music with a clear understanding of pulse and rhythm</p>
	<p>YEAR 6 Summer 1 ILP Hola Mexico</p> <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. 	<p>Skills Use gesture and expression to create a finished polished performance. Take the lead in instrumental or singing performances and provide suggestions to others. Play and create pieces of music with a clear understanding of pulse and rhythm</p> <p>Knowledge Suggestions for improvements to musical performances include more practise; strategies to cope with performance pressure; better presentation, including eye contact with the audience; improving the planning and logistics of a performance and confidently introducing pieces and songs.</p>

	<p>YEAR 6 Summer 2</p> <p>ILP Gallery Rebels</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>Compose and perform a group score using a wide variety of timbres, textures, rhythms and motifs.</p>
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