Music Core Skills & Knowledge – Y1

Talk about pitch, rhythm, loud music, soft music and the speed of the music.	Use body percussion and classroom percussion, playing repeated rhythm patterns (ostinati) and copycat rhythm patterns to maintain a steady beat.	Recognise, understand and sing/play the following elements: Call and response
Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in.	Recognise, understand and sing/play the following elements: Pulse/beat (stays the same throughout the music and can be clapped along to) Rhythm (a changing sequence of note lengths) Tempo (fast and slow)	Recognise, understand and sing/play the following elements: melody
Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns.	Recognise, understand and sing/play the following elements: Pitch (High, low / higher/lower)	Recognise, understand and sing/play the following elements: Dynamics (Loud, soft/quiet)

Music Core Skills & Knowledge – Y2

Talk about how pitch, rhythm, loud music, soft music and the speed of the music affect the mood of the music.	Read and respond to stick notation including crotchets, quavers and crotchets rests. Recognise dot notation and match it to 3-note tunes played on tuned percussion.	Recognise, understand and sing/play the following elements: Call and response
Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause)	Recognise, understand and sing/play the following elements: Pulse/beat (stays the same throughout the music and can be clapped along to) Rhythm (a changing sequence of note lengths) Tempo (fast and slow)	Recognise, understand and sing/play the following elements: melody
Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.	Recognise, understand and sing/play the following elements: Pitch (High, low / higher/lower)	Recognise, understand and sing/play the following elements: Dynamics (Loud, soft/quiet)

Music Core Skills & Knowledge – Y3

<table>
<tr><td>Recognise the way sounds are put together to create different moods and expression.</td><td>Develop facility in playing tuned percussion or a melodic instrument. Play and perform melodies following staff notation using a small range (e.g. Middle C–E/do–mi) as a whole class.</td><td>Recognise, understand and sing/play the following elements:
major and minor tonality</td></tr>
<tr><td>Perform forte and piano, loud and soft.</td><td>Introduce and understand the differences between crotchets and paired quavers.</td><td>Recognise, understand and sing/play the following elements:
ostinato, rounds</td></tr>
<tr><td rowspan="2">Combine known rhythmic notation with letter names to create rising and falling phrases, and small intervals in pitch.</td><td rowspan="2">Recognise, understand and sing/play the following elements:
Fast (allegro), slow (adagio)
Getting faster (accelerando), Getting slower</td><td>Recognise, understand and sing/play the following elements:
duet, accompaniment</td></tr>
<tr><td>Recognise, understand and sing/play the following elements:
Loud (forte), quiet (piano)
Getting louder (crescendo),
getting softer (decrescendo)</td></tr>
</table>

Music Core Skills & Knowledge – Y4

<table>
<tr><td>Recognise the way sounds are put together to create different moods and expression.</td><td>Play and perform melodies/pitch notation following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class.</td><td>Recognise, understand and sing/play the following elements:
major and minor tonality</td></tr>
<tr><td>Continue to sing a broad range of unison songs with the range of an octave (do–do) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).</td><td>Introduce and understand the differences between minims, crotchets, paired quavers and rests.</td><td>Recognise, understand and sing/play the following elements:
ostinato, rounds</td></tr>
<tr><td rowspan="2">Capture and record creative ideas using graphic symbols and rhythm notation. Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences/pairs of 4-beat phrases. Combine known rhythmic notation with letter names to create short pentatonic phrases suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions.</td><td rowspan="2">Recognise, understand and sing/play the following elements:
Fast (allegro), slow (adagio)
Getting faster (accelerando), Getting slower</td><td>Recognise, understand and sing/play the following elements:
duet, accompaniment</td></tr>
<tr><td>Recognise, understand and sing/play the following elements:
Loud (forte), quiet (piano)
Getting louder (crescendo),
getting softer (decrescendo)</td></tr>
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Music Core Skills & Knowledge – Y5

<table>
<tr><td>Talk about the way sounds are put together and the different effects that are being created to show the composer's intention.</td><td>Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within an octave range.</td><td>Recognise, understand and sing/play the following elements:
Full diatonic scale in different keys</td></tr>
<tr><td>Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style.</td><td>Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.</td><td>Recognise, understand and sing/play the following elements:
Binary form, ternary form</td></tr>
<tr><td rowspan="2">Compose melodies made from pairs of [4 beat] phrases, in ternary form, in a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment.</td><td rowspan="2">Recognise, understand and sing/play the following elements:
syncopation (rhythmic stresses/accents off the beat)</td><td>Recognise, understand and sing/play the following elements:
Triads, chord progressions</td></tr>
<tr><td>Recognise, understand and sing/play the following elements:
Wider range of dynamics including fortissimo (very loud), pianissimo (very quiet), legato (smooth), staccato (detached)</td></tr>
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Music Core Skills & Knowledge – Y6

<table>
<tr><td>Talk about the way sounds are put together and the different effects that are being created to show the composer's intention.</td><td>Play a melody following staff notation written on one stave and using notes within an octave range (do–do); make decisions about dynamic range, including very loud (ff), very quiet (pp), moderately loud (mf) and moderately quiet (mp).</td><td>Recognise, understand and sing/play the following elements:
Full diatonic scale in different keys</td></tr>
<tr><td>Sing a broad range of songs, including those that involve syncopated rhythms, with a sense of ensemble and performance.</td><td>Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.</td><td>Recognise, understand and sing/play the following elements:
Binary form, ternary form</td></tr>
<tr><td rowspan="2">Plan and compose an 8-beat melodic phrase [or a pair of 4-beat phrases] using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. [Use ternary form to extend this across 24 beats.]</td><td rowspan="2">Recognise, understand and sing/play the following elements:
syncopation (rhythmic stresses/accents off the beat)</td><td>Recognise, understand and sing/play the following elements:
Triads, chord progressions</td></tr>
<tr><td>Recognise, understand and sing/play the following elements:
Wider range of dynamics including fortissimo (very loud), pianissimo (very quiet), legato (smooth), staccato (detached)</td></tr>
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