MUSIC
Subject Profile

	Substantive Knowledge End Points **Includes:** Declarative knowledge ***To know (that)…*** Procedural knowledge ***To know how to…***	**Substantive Knowledge Strands** Pulse Rhythm Pitch Timbre Dynamics Texture Tempo Structure Notation	**Disciplinary Knowledge (what an expert does)** Singing Playing instruments Listening Creating Music Technology Musicianship
EYFS			
Reception covers the following within continuous provision whilst following the Early Years Foundation Stage - Early Learning Goals.	*To know how to:* • sing a range of nursery rhymes and entire songs • perform songs, rhymes, poems and stories with others • improvise or create songs • sing in a group or on their own, increasingly matching the pitch and following the melody • play instruments with increasing control to express their feelings and ideas		
Year 1			
Rhyming in Time	*To know…* • that the pulse is the beat in music • that tempo is the speed of music	Pulse Tempo	Singing Listening Musicianship

	To know how to… • move in time with the pulse		
Let's Start Singing!	*To know…* • that a song has a structure. *To know how to…* • warm up voices ready to sing. • Sing collectively at the same pitch.	Pitch Structure	Singing Listening Musicianship
Music Inspired by the World Around Us (The sea)	*To know…* • music can be used to tell a story. *To know how to…* • listen to music from different historical periods. • Give reasons for an opinion on a piece of music.	Structure Timbre	Singing Listening Musicianship
Exploring Rhythm Patterns	*To know…* • That rhythm can have patterns (Eg. Call and response.) • The names of some percussion instruments. Eg drums, maracas and tambourines. *To know how to…* • Copy simple rhythm patterns.	Rhythm Structure	Singing Playing instruments Listening Creating
Sounds and Pictures	*To know…* • That pictures and symbols can be used to represent sound.	Tempo Structure Notation	Playing instruments Listening Creating

	To know how to… • Use sounds to tell a musical story.	Dynamics	Musicianship
Highs and Lows	*To know…* • That pitch describes how high and low a sound is. *To know how to…* • identify pitches in sound and music	Rhythm Pitch Structure	Singing Listening Creating Music Technology
Year 2			
Questions and Answers	*To know…* • that timbre refers to the particular sound quality of an instrument. Eg shrill, booming, rich, squeaky. • Improvising means creating your own music. *To know how to….* • Play untuned instruments effectively.	Pulse Rhythm Timbre	Singing Playing instruments Listening Creating Musicianship
Let's Keep Singing	*To know…* • That dynamic describes how softly, loudly or intensely music can be played. • That tempo describes the speed of music.	Pulse Rhythm Dynamics Tempo	Singing Listening Musicianship

Sound and Symbol 1	*To know…* • Different families of instruments make different sounds. *To know how to…* • play 3 notes on a tuned instrument and know which is higher, lower and middle pitched.	Pitch Timbre Tempo Notation	Singing Playing instruments Listening
Sound and Symbol 2	*To know…* • music can be represented using sticks, dots and stave notation • that crescendo describes music getting louder. (dynamics)	Dynamics Tempo Notation	Singing Playing instruments Listening
Around the World	*To know…* • that there are different types of music around the world. • That tempo can change within a piece of music.	Pulse Rhythm Tempo	Singing Playing instruments Listening
The Power of Communication	*To know…* • Music can convey emotion *To know how to…* • Perform as a group • Add actions and signs to music	Rhythm Dynamics Tempo	Singing Listening Creating Musicianship
Year 3			
A Shining Performance	*To know…* • The notes G, A and B, D and E • That music can be performed in parts. *To know how to…*	Texture Tempo Structure Notation	Singing Playing instruments Listening Creating Musicianship

	• Read and play the notes G A and B, D and E • Recognise a stave and a clef.		
Sing and Move **(King of all Polar Bears)**	*To know how to…* • sing songs with attention to expression and dynamics. • Follow conductor cues	Pulse Rhythm Pitch Dynamics	Singing Listening Musicianship
Music and Video	*To know how to…* • plan a music video performance using story boards. • Use music, danced and drama together effectively.	Pulse Rhythm	Singing Listening Creating Music Technology
Percussion Power	*To know…* • That notes have different values. Eg crotchet, quaver and rest. *To know how to…* • Read and play crotchets and quavers on untuned percussion.	Pulse Rhythm Tempo Notation	Singing Playing instruments Listening Music Technology Musicianship
Music and Sound	*To know…* • that ostinato is a repeated rhythm pattern. *To know how to…* • compose a graphic score • critically compare 2 pieces of music	Rhythm Texture Structure Notation	Playing instruments Listening Creating Music Technology Musicianship
Sound Exploration	*To know…*		

	• that texture describes how melody, harmony and rhythm are combined. • Music can represent a theme *To know how to…* • Identify different dimensions such as pitch, duration and texture in different pieces of music.	Rhythm Pitch Texture Tempo	Singing Listening Creating Musicianship
Year 4			
Create and Notate (Music explorer)	*To know…* • that a pentatonic scale has 5 notes. *To know how to….* • Use music technology (music explorer) to create a composition.	Pulse Rhythm Tempo Structure Notation	Playing instruments Listening Creating Music Technology
Singing and Traditions (Five Gold Rings)	*To know…* • that 2-part songs can be sung as a duet. • A melody is recognised as the main theme or tune of a piece of music.	Pulse Rhythm Pitch Dynamics	Singing Listening Musicianship
Recycling Songs	*To know…* • that a song has verses, chorus and sometimes a bridge *to know how to…* • create rhyming lyrics with rhythm for performance.	Pulse Rhythm Tempo Structure	Singing Listening Creating Musicianship

Exploring Musical Contrasts	*To know…* • The notes D, E, C, and F, G, A and B • That music can be performed in parts. • The difference between a minimum and a crotchet *To know how to…* • Read and play the notes D, E, C and F, G, A and B	Rhythm Pitch Tempo Structure Notation	Singing Playing instruments Listening Creating
FX Sound Effects (Yu Studio)	*To know how to…* • Use music technology to explore components and sound effects for a video. (YuStudio)	Texture Structure Notation	Creating Music Technology
Round and Round	*To know…..* • That a cappella is singing without musical accompaniment *To know how to…* • sing in rounds. • Sing with accurate pitch, rhythm, and expressive dynamics.	Rhythm Pitch Dynamics Texture Tempo Structure	Singing Listening Musicianship

Commented [HT1]: These notes should have been added in year 3 accoridng to music progression doc. But cannot see where

Year 5			
Shaping Music **(Music Notepad)**	*To know…* • Which notes are played in the c major and the c minor scales. • The difference between 2/4, 3/4 and 4/4 time signatures. *To know how to…* • create a composition using music technology on staves and clefs.	Rhythm Tempo Structure Notation	Creating Music Technology Musicianship
Unlocking Vocal Potential **(Bells Ring Out)**	*To know…* • that songs can be sung in parts and when sung together creates unison. *To know how to…* • sing with a sense of ensemble, paying attention to phrasing and musical style.	Pitch Dynamics Texture Tempo Structure	Singing Listening Musicianship
Sounds Dramatic **(Yu Studio)**	*To know….* • That a chord is three notes played together. • To know that there are major and minor chords. *To know how to…* • Use chords to evoke a specific atmosphere, mood or environment.	Dynamics Texture Notation	Listening Creating Music Technology Musicianship

Decoding Sound and Notation	*To know…* • The difference between semi breve, minimums, crochets, paired quavers and semi- quavers. *To know how to…* • Create musical contrasts, including staccato, legato, crescendo, and decrescendo • Improvise using notes D, E, F, G, A, C, and D	Pulse Rhythm Dynamics Tempo Notation	Playing instruments Listening Creating Musicianship
Carnival Time 1 **(Music Notepad)**	*To know…..* • A conductor uses hand signals to maintain timing and co-organisation *To know how to…* • perform samba rhythms accurately and expressively, demonstrating awareness of pulse, dynamics, and coordination. • Follow hand signals to maintain timing and co-organisation.	Pulse Rhythm Dynamics Texture Tempo Notation	Playing instruments Listening Creating Music Technology Musicianship
Discovering Grime **(Yu Studio)**	*To know….* • Grime is a genre of electronic dance music (EDM) that emerged in London in the early 2000s. It developed out of the	Pulse Rhythm Tempo Structure	Listening Creating Music Technology Musicianship

	earlier UK dance style UK garage, and draws influences from jungle, dancehall, and Hip-hop. *To know how to…* • create a complete track, layering drum sounds, synths, and vocals, and applying terms like tempo before a final mix • develop a Grime track by using a synthesise		
Year 6			
Music Speaks **(Yu Studio, Hip Hop project)**	*To know…* • the features of hip hop music. *To know how to…* • use chord changes as part of a composition. • use YuStudio to create and produce music with multiple sections, and be able to explain how musical contrasts are achieved.	Pulse Rhythm Dynamics Texture Tempo Structure	Listening Creating Music Technology Musicianship

Express, Inspire and Perform (The Match girls Christmas)	*To know how to…* • Give examples of how a performance can be improved by how and where we stand on the stage. • Confidently perform parts in two or more parts	Pitch Texture Tempo Structure	Singing Listening Musicianship
Music Reimagined (Yu Studio)	*To know….* • The difference between semi breves, minims, crotchets, quavers and semi quavers *To know how to…* • Use music technology to compose including arranging loops, incorporating new sounds, and applying mixing techniques and effects.	Rhythm Pitch Dynamics Tempo Structure Notation	Listening Creating Music Technology Musicianship
Musical Sketches (Music Notepad)	*To know…* • That a bar is a segment of music that contains a specific number of beats, defined by the time signature. *To know how to…* • Perform a composition applying dynamic contrasts and expressive techniques.	Pulse Rhythm Dynamics Tempo Structure Notation	Listening Creating Music Technology Musicianship

Music Remixed **(Yu Studio)**	*To know how to…* • Listen critically to music in order to make informed creative decisions, and to evaluate the creative process and the final outcome of their and others' work. • create and arrange a remix of a song by layering original instrumental parts (drumbeats, basslines, melodies) with manipulated loops using music technology.	Pulse Rhythm Timbre Dynamics Texture Tempo Structure Notation	Listening Creating Music Technology Musicianship
The Grand Finale	*To know how to…* • Sing a repertoire of songs, including syncopated and partner songs, with appropriate style, phrasing, and expression. • Perform confidently as part of an ensemble, integrating solo lines, rounds, or instrumental accompaniments.	Pitch Timbre Dynamics Texture Tempo Structure	Singing Playing instruments Listening Creating Musicianship

National curriculum in England

Purpose of study

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- 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
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.