

Year Group	Performing	Composing	Listening	Instruments
<i>Previous Knowledge and Skills (to be tested)</i>	Past experience of performing in whole school end of year concerts and singing assemblies.	Experience of creating their own tunes using instruments available to them in year 4.	Past experience of listening to a range of music genres from previous topics studied – can they name any of the musical elements?	Some past experience using a range of instruments, what have they played in the past? – tuned/untuned. Do they know how to handle instruments? Should know the musical families.
5	<p><b>Know that...</b> Performing in a group and individually requires communication and listening skills. Performance is for an audience.</p> <p><b>Know how to...</b> Play and perform in a group or individually with a degree of accuracy and an awareness of musical elements such as dynamics, tempo and pitch. Develop singing and performing on simple tuned/un-tuned percussion instruments.</p>	<p><b>Know that...</b> All pieces of music have to be composed and put together systemically. It takes time and dedication to compose.</p> <p><b>Know how to...</b> Compose simple pieces for different purposes using appropriate combinations of musical elements within a group.</p>	<p><b>Know that...</b> There are key musical elements; dynamics, tone, tempo, rhythm, structure, timbre and pitch. There are a range of different musical genres.</p> <p><b>Know how to...</b> Listen with attention to detail, relating music to different genres and historical points. Describe music; dynamics, tone, tempo, rhythm, structure, timbre and pitch.</p>	<p><b>Know that...</b> There are different instrumental families; woodwind, strings, brass and percussion. Instruments are played by reading notes and rhythms.</p> <p><b>Know how to...</b> Identify a range of instrument through listening and observing. Read basic notes and play rhythms on a range of instruments in school, used for performance.</p>
6	<p><b>Know that...</b> Performing in a group and individually requires communication and listening skills. Performance is for an audience.</p>	<p><b>Know that...</b> Basic notation is used throughout musical compositions. Composition can be created in groups or individually.</p>	<p><b>Know that...</b> There are a range of musical styles and composers. Key musical elements run through all genres of music; dynamics, tone,</p>	<p><b>Know that...</b> Instruments are played with differing techniques. There are different instrumental families; woodwind, strings, brass and percussion.</p>

	<p><b>Know how to...</b>  Play and perform in a group or individually with increased control and with an understanding of more musical elements at a deeper level. Start to experiment with a wider range of musical instruments as well as their own voice.  Develop an increased awareness of accuracy, fluency and control.</p>	<p><b>Know how to...</b>  Improvise and compose for a range of purposes and begin to use a variety of ways to record their ideas including basic music notation, within a group or individually.</p>	<p>tempo, rhythm, structure, timbre and pitch.</p> <p><b>Know how to...</b>  Talk about and compare these genres using appropriate vocabulary in their discussions (musical elements).  Listen with increased attention and understanding to a range of musical genres from different traditions, and a range of composers.</p>	<p><b>Know how to...</b>  Play Instruments more accurately and confidently. Use instruments of their choice for compositions, making informed choices.</p>
<p>7</p>	<p><b>Know that...</b>  Keyboards are played with both left and right hands.  Music is written on manuscript paper with notes.  Notes have beat values and music is written in time signatures.</p> <p><b>Know how to...</b>  Play and perform confidently in a range of ensemble and solo contexts. Show an understanding of how to compose their own music with a good understanding of the musical elements.  Develop their keyboard skills in order to play more complex melodic lines.  Read simple music notation.</p>	<p><b>Know that...</b>  Music can be both improvised and rehearsed.  Composition will take place in groups still, but will increasingly start to become solo compositions.</p> <p><b>Know how to...</b>  Further develop improvising and composing skills by developing musical ideas taken from a widening range of musical styles, genres and traditions.  Select appropriate methods of recording their compositions including formal methods of notation.</p>	<p><b>Know that...</b>  There are a range of different traditions and musical styles across continents and countries.  The musical elements in music (tempo, pitch etc.) can be used to compare musical styles.  Scales, such as pentatonic scales, are a set of notes ordered by pitch (ascending and descending scales).</p> <p><b>Know how to...</b>  Listen to a wide range of music from different times and places including Africa and China.  Develop an understanding of how different types of scales e.g. pentatonic, can create specific effects.</p>	<p><b>Know that...</b>  Keyboards use basic chords need hand positioning techniques.  African (Djembe) drums are played in 3 different ways/notes; slap, base and tone.  Ukuleles are played using chords. A chord is 3 or more notes played together.</p> <p><b>Know how to...</b>  Play a keyboard accurately.  Play along to a given rhythm with the drums.  Play instruments they are re-visiting with great confidence and accuracy.</p>

			Compare a wider range of musical styles, using the musical elements with confidence.	Play a Ukulele with a degree of accuracy and using a range of different chords.
8	<p><b>Know that...</b> All instruments (learnt in previous years) are played in specific and different ways, using a range of techniques.</p> <p><b>Know how to...</b> Play and perform a wide range of musical styles fluently, musically and with some accuracy and expression with a deep understanding of the key musical elements. Develop their keyboard skills from year 7 in order to play increasingly more complex melodic lines.</p>	<p><b>Know that...</b> There are different basics to composition and structure; ABA, AABB etc. Compositions will become more solo compositions, dependent upon units.</p> <p><b>Know how to...</b> Improvise and compose within a wide range of musical structures ensuring that these compositions reflect the style, genre and tradition of the task. Incorporate the key musical elements into their compositions.</p>	<p><b>Know that...</b> The musical elements are imperative to listening tasks and being able to listen to music and evaluate it accurately. All music can be listened to and appreciated.</p> <p><b>Know how to...</b> Develop a deeper understanding of music that they listen to and subsequently perform. Listen with increasing discrimination to a wide range of music from great composers/musicians. Use technical and sophisticated language, including the musical elements) confidentially to compare musical extracts.</p>	<p><b>Know that...</b> To know that instruments have different uses. The different instruments can be used in their compositions. Keyboards can be played by using a chord. A chord is 3 or more notes played together.</p> <p><b>Know how to...</b> Play and perform on a range of instruments and develop a greater accuracy and confidence. Choose their own instruments, and which complement each other best.</p>
<i>Future Knowledge and Skills (Y9 to GCSE)</i>	<b>Performing in musical shows across the whole school.</b>	<b>Reading musical notations and using that to create their own composition. If taken at GCSE or further a basic understanding of notation and time signatures will be needed.</b>	<b>A good basic understanding of the elements of music from year 5 into year 8 and use of the correct terminology throughout their time here will help them in listening practice at GCSE and onwards.</b>	<b>Becoming prepared for the possibility of learning the same instruments they previously have at a higher level.</b>

				<b>Knowing how to play instruments in a certain way can be transferred to others.</b>
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