



Music Skills and Knowledge Map LTP 2022

Year Group Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception Topic	My Special Family	Christmas is coming	Traditional Tales	Colours Everywhere	People who help us	Journeys and Transport
Reception Skills/Knowledge	<p>Enjoys joining in with dancing to music and ring games.</p> <p>Sings a few familiar songs.</p>	<p>Beginning to move rhythmically. Imitates movement in response to music.</p> <p>Taps out simple repeated rhythms.</p> <p>Explores and learns how sounds can be changed.</p>	<p>Explores the different sounds of instruments.</p>	<p>Begins to build a repertoire of songs and dances.</p>	<p>Children sing songs, make music and dance, and experiment with ways of changing them.</p>	<p>They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.</p>

Year 1 Knowledge <ul style="list-style-type: none"> To know 5 songs off by heart To know what the songs are about To know and recognise the sound names of some the instruments they use. 				Skills <ul style="list-style-type: none"> Learn about voices, singing notes of different pitches (high and low) Learn that they can make different types of sounds with their voices – rap and say words in rhythm. Learn to start and stop singing when following a leader. Play a tuned instrumental part with the song they perform. 		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 Music Topic	Music Topic: Hey You Music Genre: Old School Hip Hop	Music Topic: Rhythm In the way we walk Music Genre: Reggae	Music Topic: In the Groove Music Genre: Blues, Baroque,	Music Topic: Round and Round Music Genre: Bossa Nova	Music Topic: Your Imagination Music Genre: Pop	Music Topic: Reflect Rewind and Replay Music Genre: Classical
Year 1 Skills/Knowledge	How pulse, rhythm and pitch work together. Playing and composing on notes C D E F G	Pulse, copy back rhythm and pitch, rapping, dancing and singing	How to be in the groove with different styles of music. (ostinato) Composing on notes C D E F G	Finding the pulse, copy back rhythm and pitch in different styles of music.	Improvisation and short composing on notes C D E F G	The history of music, look back and consolidate your learning, learn some of the language of music.

Year2

Knowledge

Appraising and Listening

- To know five songs off by heart
- To know some songs, have a chorus or a response and answer
- To know that songs have a musical style

Singing

- To know that unison is everyone singing at the same time
- To know why we need to warm up our voices

Playing

- Learn the names of the notes in their instrumental part form memory or written down
- Know the names of untuned percussion instruments played in class

Composing

- Composing is like writing a story with music

Skills

Appraising and Listening

- To learn how they can enjoy moving to music by dancing, marching.
- To learn how songs can tell a story or describe an idea.
- Finding the pulse
- Rhythm copy back

Singing

- Learn about voices singing notes of different pitches (high and low)
- Learn to find a comfortable singing position

Playing

- Learn to play a tuned instrumental part
- Play the part in time with the steady pulse.

Composing

- Help create three simple melodies using one, three or five notes
- Learn how the notes of the composition can be written down.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2 Music Topic	Music Topic: Hands Feet Heart Music Genre: Afropop, South African Music	Music Topic: Ho, Ho Music Genre: Rapping and improvising for Christmas	Music Topic: I Wanna Play in a Band Music Genre: Rock	Music Topic: Zoo time Music Genre: Reggae	Music Topic: Friendship Song (songs about being friends) Music Genre: Pop	Music Topic: Reflect, Rewind and Replay Music Genre: Classical
Year 2 Skills/Knowledge	<u>Clap and Improvise</u> Listening and imitating rhythm. <u>Singing and playing on notes:</u> G, A, C, B, E Composing on note: C,D, E, F, G	Performing on notes: G, A, B	<u>Clap and Improvise</u> Listening and imitating rhythm. <u>Singing and playing on notes:</u> C, D, F, G Composing on notes: F, G, A, Bb, C	<u>Clap and Improvise</u> Listening and imitating rhythm. <u>Singing and playing on notes:</u> C, D Composing on notes: C, D, E, F, G	<u>Clap and Improvise</u> Listening and imitating rhythm. <u>Singing and playing on notes:</u> Composing on notes: C, D, E, G, A	The history of music, look back and consolidate your learning, learn some of the language of music.

Year 3

Knowledge

Listen and Appraise

- To know five songs from memory and who sang them or wrote them.
- To know the style of the five songs.
- To choose one song and be able to talk about: Its lyrics: what the song is about.
- Musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)
- Identify the main sections of the song (introduction, verse, chorus etc.)
- Name some of the instruments they heard in the song

Singing

- To know: Singing in a group can be called a choir
- Leader or conductor: A person who the choir or group follow
- Songs can make you feel different things e.g. happy, energetic or sad
- To know why you must warm up your voice

Playing and improvising

- Improvisation is making up your own tunes on the spot

Composing

- Different ways of recording compositions (letter names, symbols, audio)

Skills

Listen and Appraise

- To confidently identify and move to the pulse.
- To think about what the words of a song mean.
- To take it in turn to discuss how the song makes them feel.
- Listen carefully and respectfully to other people's thoughts about the music

Singing

- To sing in unison and in simple two-parts.
- To demonstrate a good singing posture.
- To follow a leader when singing.
- To sing with awareness of being 'in tune'.
- To have an awareness of the pulse internally when singing.

Playing and improvising

- Using your instruments, listen and play your own answer using one or two notes

Composing

- Help create at least one simple melody using one, three or five different notes.
- Plan and create a section of music that can be performed within the context of the unit song.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3 Music Topic	Let Your Spirit Fly Music Genre: RnB	Glockenspiel Stage1 Exploring and developing playing skills	Three little Birds Music Genre: Reggae	The Dragon Song Music Genre:	Bringing Us Together Music Genre: Disco	Reflect, Rewind and Replay Music Genre: Classical
Year 3 Skills/Knowledge	RnB and other styles Sing and Copy Back Play and Improvise. Compose on notes: C, D, E,	Sing and Copy Back Play and Improvise using an instrument. Compose on notes D, E	Sing and Copy Back Play and Improvise Compose on notes: C, D, E, G, A	Music from around the world. Improvising Compose on notes: D, E, G, A, B	A pop song that tells a story Sing and Copy Back Compose on notes: C, D, E, G, A	The history of music, consolidation of the language of music.

<h2 style="margin: 0;">Year 4</h2> <p style="text-align: center;"><u>Knowledge</u></p> <p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> • Know five songs from memory and who and wrote them. • Know the style of five songs • Talk about musical characteristics that indicate the type of song style. • Talk about the meaning of a song • Know musical dimensions featured in the song – texture, tempo, dynamics, rhythm and pitch. <p><u>Singing</u></p> <p>To understand:</p> <ul style="list-style-type: none"> • Singing in a group can be called a choir • A person who the choir or group • Understand that a solo singer makes a thinner texture than a large group • To know why you must warm up your voice. <p><u>Playing and improvising</u></p> <p>To know that you should improvise with the notes given to keep in context with the song.</p> <p>To know other instruments that may be played in a band or orchestra</p> <p><u>Composing</u></p> <p>Know the different ways of recording compositions, letter names, symbols, pictures and audio.</p>	<p style="text-align: center;"><u>Skills</u></p> <p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> • Identify the pulse • Try use musical words when describing and listening to music. <p><u>Singing</u></p> <ul style="list-style-type: none"> • To sing in unison and in simple two-parts. • To demonstrate a good singing posture. • To follow a leader when singing. • To sing with awareness of being ‘in tune’. • To re-join the song if lost. <p><u>Playing and improvising</u></p> <ul style="list-style-type: none"> • To experience leading the playing by making sure everyone plays in the section of the song. • To rehearse and perform their part in the song • Improvise using, one note, two notes and three notes <p><u>Composing</u></p> <ul style="list-style-type: none"> • Help create at least one simple melody using up to five different notes • Plan and create a section of music that can be performed within the context of the song • Make musical decisions about pulse, rhythm, pitch, dynamics and tempo • Record the composition – graphic, pictorial or notation.
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4 Music Topic	Music Topic: Mamma Mia Music Genre: Pop	Music Topic: Glockenspiel 2 Music Genre: Mixed styles	Music Topic: Stop! Music Genre: Grime	Music Topic: Lean on Me Music Genre: Gospel	Music Topic: Blackbird Music Genre: The Beatles/Pop	Music Topic: Reflect Rewind and Replay Music Genre: Classical
Year4 Skills/Knowledge	Sing and Copy Back Play and improvise Composing with notes: G, A, B, D,	Play any one, or all four, differentiated parts on a tuned instrument. To experience leading the playing.	Sing and Copy Back Play and improvise	Sing and Copy Back Play and improvise Composing with notes: C, D, F, G, A	Sing and Copy Back Play and improvise Composing with notes: C, D, E, G, A	The history of music, consolidation of the language of music.

<h2 style="margin: 0;">Year 5</h2> <p style="text-align: center;"><u>Knowledge</u></p> <p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> • To know five songs from memory, who sang or wrote them, when they 	<p style="text-align: center;"><u>Skills</u></p> <p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> • To identify and move to the pulse with ease • To think about the message of the songs
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were written and why.

- To know the style of the five songs and to name other songs from those styles.

Be able to talk about:

- Style indicators of the songs.
- Lyrics meaning
- Musical dimensions featured in the songs and where they are used.
- Identify the main sections of the songs (intro, rhythm and pitch)
- Name some of the instruments heard in the songs.

Singing Playing and Improvising

- To know and confidently sing five songs and their parts from memory and sing them with a strong internal pulse.
- Be able to talk about singing in unison, the solo, lead vocal, backing vocals or rapping.
- To know that improvisation is making up your own tunes on the spot.
- To know three well-known improvising musicians.

Composing

- To know and be able to talk about:
- A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.
- A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure.
- Notation: recognise the connection between sound and symbol

- To compare two songs in the same style, talking about what stands out musically in each of them.
- Talk about how the music generates feelings.

Singing Playing and improvising

- To sing in unison and to sing backing vocals
- To enjoy singing solo
- To listen to the group when singing
- To demonstrate a good singing posture
- To follow a leader when singing
- To experience rapping and solo singing
- To listen to each other and be aware of how they fit into the group
- To sing with awareness of being in tune.
- Improvise using instruments in the context of the song to up to 5 notes
- Play a musical instrument with the correct technique within the context of a song.
- Rehearse and perform their part within the context of the song.

Composing

- Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.
- Explain the keynote or home note and the structure of the melody.
- Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.
- Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5 Topic	Music Topic: Livin' On a Prayer Music Genre: Rock	Music Topic: Jazz 1 Music Genre: Bossa Nova, Swing	Music Topic: Make You Feel My Love Music Genre: Pop Ballads	Music Topic: The Fresh Prince of Bel-Air Music Genre: Old-School Hip-Hop	Music Topic: Dancing in the Street Music Genre: Motown	Music Topic: Reflect, Rewind and Replay Music Genre: Classical
Year 5 Skills/Knowledge	Play and Copy Back	Play and Copy Back	Play and Copy Back	Play and Copy Back	Play and Copy Back	The history of music, look back and

	Improvisation Composing and performing Notes: G, A, B, C, D, E, F sharp	Improvisation Composing and performance Notes: Bossa Nova B, A, G Swing D, E, G, A, B	Improvisation Composing Notes: B, C, D, E, F, G	Improvisation Composing and performance Notes: C, D, E, F, G, A	Improvisation Composing and performance Notes: F, G, A, D	consolidate learning, learning of the language of music.
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Year 6

Knowledge

Listen and Appraise

- To know five songs from memory, who sang or wrote them, when they were written and why.
- To know the style of the five songs and to name other songs from those styles.

Be able to talk about:

- Style indicators of the songs.
- Lyrics meaning
- Musical dimensions featured in the songs and where they are used.
- Identify the main sections of the songs (intro, rhythm and pitch)
- Name some of the instruments heard in the songs.

Skills

Listen and Appraise

- To identify and move to the pulse with ease
- To think about the message of the songs
- To compare two songs in the same style, talking about what stands out musically in each of them.
- Talk about how the music generates feelings.

Singing Playing and improvising

- To sing in unison and to sing backing vocals
- To enjoy singing solo
- To listen to the group when singing
- To demonstrate a good singing posture

- The historical context of the songs. What else was going on currently, musically and historically?
- Know and talk about that fact that we each have a musical identity

Singing Playing and improvising

- To know and confidently sing five songs and their parts from memory and sing them with a strong internal pulse
- Be able to talk about singing in unison, the solo, lead vocal, backing vocals or rapping
- To know that improvisation is making up your own tunes on the spot
- To know three well-known improvising musicians.

Composing

To know and discuss:

- A composition that is music which has been created and recorded
- A composition has a pulse rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure

- To follow a leader when singing
- To experience rapping and solo singing
- To listen to each other and be aware of how they fit into the group
- To sing with awareness of being in tune.
- Improvise using instruments in the context of the song to up to 5 notes
- Play a musical instrument with the correct technique within the context of a song
- Rehearse and perform their part within the context of the song.

Composing

- Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.
- Explain the keynote or home note and the structure of the melody.
- Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.
- Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6 Music Topic	Music Topic: Happy Music Genre: Pop/ Neo Soul	Music Topic: Jazz 2 Music Genre: Bacharach and Blues	Music Topic: A new Year Carol Music Genre: Classical or Urban Gospel/ Benjamin Britten	Music Topic: You've got a friend Music Genre:70's Ballad The music of Carole King	Music Topic: Music and ME Music Genre: Composition	Topic: Music Topic: Reflect, Rewind and Replay Music Genre: Classical
Year 6 Skills/Knowledge	Play and Copy Back Improvisation Composing and instrumental Notes: G, A, B, C, D, E Key of D	Play and Copy Back Improvisation Composing and instrumental Notes: Key of C and Blues C	Play and Copy Back Improvisation Composing and instrumental Notes: Eb, F, G, Ab, Bb, C, D Key of Eb Major	Play and Copy Back Improvisation Composing and Instrumental Notes: D, E, F, G, A, B, D Key of C major	Creation of music inspired by children's own identity and women in the music industry	The history of music, look back and consolidate learning, learning of the language of music.