## **Woodland Academy Trust Disciplinary Knowledge**

Subject area: Music



Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Controlling	Sing songs and chants	Slide the voice	Perform in a group	Use graphic notation to	Perform in a group and	Use
Skill Creating and developing	Clap in time with a steady pulse.  Year 1  Explore different instruments and ways	Year 2 Adapt symbols representing music	Year 3 Interpret notation of rhythm (not on a	Year 4 Improvise and compose music for a range of	Year 5 Begin to use simple formal notation including beats in	Year 6 Compose using an understanding of music
musical ideas (composing)	of making a sound with them.	to show changes in dynamics.	stave).  Create melodic	purposes controlling musical qualities.	a bar. Experiment with different sounds and instruments.	from a range of cultures, times and styles.

	Begin to use symbols to represent sounds.  Begin to use technology to record sounds.  Make sound effects.	Create a sound story.  Choose and control sounds to create different moods and effects.	phrases.  Experiment with different sounds and instruments.  Compose music in pairs and small groups.	Experiment with different sounds and instruments.  Look at music/notations and follow each part.  Add words to melodic phrases.	Create music that describes two contrasting moods.	Plan for expression in compositions.  Experiment with different sounds and instruments.
Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Responding and reviewing (appraising)	Recognise clear changes in sounds (pitch, tempo, volume) and musical patterns.  Respond to different moods in music.  To respond respectfully to music.  To provide constructive feedback to others	Understand how different musical elements combined can create a mood.  Identify different instruments used in a piece of music.  To respond respectfully to music.  To provide constructive feedback to others.	Able to describe and compare moods in different pieces of music.  Use critique to improve work.  To respond respectfully to music.  To provide constructive feedback to others.	Begin to appreciate and understand different works and composers.  Listen to live music and evaluate impact.  To respond respectfully to music.  To provide constructive feedback to others.	Listen and appraise using appropriate musical vocabulary.  Identify characteristics of a piece and repeat using voice or instrument.  To respond respectfully to music.  To provide constructive feedback to others.	Identify features that typify the work of great composers through time.  Analyse and compare musical features.  To respond respectfully to music.  To provide constructive feedback to others.
Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

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Listening and	Listen for different	Listen carefully and	Use musical	Combine sounds	Create music with an	Use increased aural
applying	types of sounds.	recall short rhythmic	dimensions	expressively (all	understanding of how	memory to recall sounds
knowledge and		and melodic	together to	dimensions).	lyrics, melody, rhythms and	accurately.
understanding	Know how sounds are	patterns.	compose music.		accompaniments work	
	made and changed.			Read notes and know	together effectively	Use knowledge of musical
		Use changes in	Know number of	how many beats they	(pitch/texture/ structure).	dimensions to know how to
	Make sounds with a	dynamics, timbre and	beats in a minim,	represent (minim,		best combine them.
	slight difference, with	pitch to organise	crotchet, quaver	crotchet, semibreve,	Read/ work out the musical	
	help.	music.	and semibreve and	quaver, dotted crotchet,	stave (notes as Year 4).	Know and use standard
			recognise symbols	rests).		musical notation to
	Use voice in different	Change sounds to	(duration).		Perform songs in a way that	perform and record own
	ways to create different	suit a situation.		Know that sense of	reflects the meaning of the	music (adding dotted
	effects.		Play with a sound-	occasion affects	words, the venue and sense	quavers).
		Make own sounds	then-symbol	performance.	of occasion so that the	
		and symbols to make	approach.		audience appreciates it.	Use different venues and
		and record music.	Use silence for	Describe different		occasions to vary
			effect and know	purposes of music in	Describe different purposes	performances.
		Start to look at basic	symbol for a rest	history/ other cultures.	of music in history/ other	
		formal notation- play	(duration).		cultures.	(Combining all musical
		by ear first.				dimensions).
			Describe different			
		Know music can be	purposes of music			Describe different purposes
		played or listened to	in history/ other			of music in history/ other
		for a variety of	cultures.			cultures.
		purposes (in history/				
		different cultures).				