



Music Knowledge and Skills REC to Y6

MUSIC SKILLS REC to Y6							
	EYFS Skills	Key Stage 1 Skills		Lower Key Stage 2 Skills		Upper Key Stage 2 Skills	
	End of REC Expectations	End of Year 1 Expectations	End of Year 2 Expectations	End of Year 3 Expectations	End of Year 4 Expectations	End of Year 5 Expectations	End of Year 6 Expectations
Listening	REC - Listen attentively in a range of situations	Listen to a piece of music, identifying if it is fast or slow, happy or sad	Describe how an instrument has been used to represent a sound or object e.g. a flute for a bird or a drum for thunder. Begin to recall sounds	Recognise changes in the music using words like pitch (high) timbre (sound quality) dynamics (loud or soft) tempo (fast/slow)	Describe how a piece of music makes them feel, making an attempt to explain why. Recall sounds with increasing aural memory	Explain how different musical elements (pitch, tempo, rhythm, melody and dynamics) have been used to create mood and effects	Identify and explore the relationship between sounds and how different meanings can be expressed through sound and music
Composing	REC - Sing songs, make music and dance, and experiment with ways of changing them. Represent their own ideas, thoughts and feelings through music.	Make sounds in different ways	Carefully choose an instrument to combine layers of sound, showing awareness of the combined effect	Use standard and invented symbols to represent sounds	Shape composition, considering dynamics, timbre, and tempo	Improvise and notate musical phrases and to develop compositions	Compose a piece of music based on a theme e.g. film or a special event
Vocabulary	REC-Use facial expressions or body movements to demonstrate emotions for music Express basic opinion of various types of music	Talk about the songs/pieces of music which they enjoy	Describe basic elements of a piece of music e.g. pace, volume, emotion	Use relevant musical vocabulary e.g. pitch, rhythm, pulse, tempo when talking about the elements of music within a piece	Describe, compare and evaluate different kinds of music using appropriate musical vocabulary	Use musical vocabulary to explain some of the reasons why a piece of music might have been composed	Describe how music can be used to create expressive effects and convey emotion

Performing	REC - Represent personal ideas, thoughts and feelings through music.	Perform with awareness of others e.g. take turns in a performance and sing/play and peers	Use own voice in different ways including speaking, singing and chanting for different effects	Perform own part with increased control or accuracy when singing or playing both tuned and untuned instruments	Perform significant parts from memory and from notation either on a musical instrument or vocally	Maintain own part in a performance with confidence, accuracy and an awareness of what others are playing	Take the lead in performance and provide suggestions to others
Singing	REC - Begins to build a repertoire of songs and dances. Children sing songs and experiment with ways of changing them.	Sing with a sense of shape and melody	Use own voice in different ways, including using a loud or soft voice and sing simple repeated phrases	Sing songs confidently both solo and in groups	Maintain a simple part within an ensemble	Maintain a more complex part within an ensemble (e.g. sing in a round or use harmony)	Identify how sounds can be combined and used expressively layering sounds and singing in tune with other performers
Pulse and rhythm	REC - Sing songs, make music and dance Experiment with ways of changing songs/music. Represent their own ideas, thoughts and feelings through music and dance.	Copy a simple rhythm by clapping or using percussion	Identify the difference between rhythm and pulse	Create and repeat extended rhythmic patterns vocally or by clapping	Create and repeat extended rhythmic patterns using a range of percussion and tuned instruments	Create simple rhythmic patterns with an awareness of timbre (quality of sound) and duration (length of notes and intervals)	Recognise/use staff and unconventional notation when composing
Notation		Begin to represent sounds with drawings	Follow a simple piece of written rhythmic notation	Use written symbols both standard and invented to represent sounds	Follow a basic melody line, using standard notation	Perform from simple notation on tuned/untuned instruments	Perform from more complex notation on a variety of tuned/untuned instruments

<p>Appreciation and understanding</p>	<p>Confident to try new activities, and say why they like some activities more than others.</p>	<p>State what they like or dislike about a piece of music</p>	<p>Explain what they like or dislike about a piece of music and why.</p>	<p>Compare and contrast two pieces of music on the same theme. Listen to music from different periods in history.</p>	<p>Appreciate and listen to music drawn from different traditions, cultures and composers</p>	<p>Appreciate and understand high quality music both live and recorded. Recognise and describe music and musical instruments from different periods in history</p>	<p>Listen to and comment on the work of musicians and composers, indicating own preferences. Explain the influence of historical events on music</p>
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