

Music Sticky Knowledge

<u>Improvise & Compose</u>	<u>Sing & Play</u>	<u>Listen & Appraise</u>
Make up new words and actions about different emotions and feelings	Sing with a sense of pitch, following the shape of the melody with voices	Identify and describe contrasts in tempo and dynamics
Explore making sound with voices and percussion instruments to create different feelings and moods.	Mark the beat of the song with actions	Begin to use musical terms (louder/quieter, faster/slower, higher/lower)
Explore storytelling elements in the music and create a class story inspired by the piece.	Use the voices to adopt different roles and characters	Respond to music in a range of ways e.g. movement, talking, writing
Make a simple accompaniment using percussion instruments.	Match the pitch of a four-note (la-so-mi-do) call-and-response song	Develop 'active' listening skills by recognising the 'cuckoo call' in a piece of music (so-mi)
Make up new lyrics and vocal sounds for different types of transport.	Sing a tune with 'stepping' and 'leaping' notes.	Enjoy moving freely and expressively to music
Explore the range and capabilities of voices through vocal play	Play a steady beat on percussion instruments.	Listen to music and show the beat with actions
Create a sound story using instruments to represent different animal sounds/movements	Develop a sense of beat by performing actions to music	Use appropriate hand actions to mark a changing pitch
Make up new lyrics and accompanying actions	Sing an action song with changes in speed	Listen to a piece of classical music and respond through dance
Improvise a vocal/ physical soundscape about minibeasts.	Play along with percussion instruments	Listen to a range of sea-related pieces of music and respond with movement
Develop a song composing new words adding movements and props	Perform the story as a class	Develop listening skills, identifying dynamics (forte, piano, crescendo, and diminuendo) across a range of different musical styles
Improvise music with different instruments following a conductor	Sing and play a rising and falling melody following the shape with voices and on tunes percussion	Listen actively to music in 3/4 time
Compose music based on character and stories developed through listening to Beethoven's 5 th symphony	Sing in call-and-response and change voices to make a buzzing sound	Find the beat and perform a clapping game with a partner

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Compose a three-beat body percussion pattern and perform it to a steady beat	Play an accompaniment using tunes and untuned percussion and recognise a change in tempo.	Listen to and talk about folk songs from North America
Invent and perform actions for new verses	Sing a song using a call-and response structure	Listen and move in time to a song
Make up new words and actions about different emotions and feelings	Play sea sound effects on percussion instruments	Respond to musical characteristics through movement
Explore making sound with voices and percussion instruments to create different feelings and moods	Play a call-and-response phrase comprising a short stepping tune (C-D-E)	Describe the features of a march using music vocabulary (e.g. that has a steady beat, that soldiers 'march' to music, naming the instruments playing in the clips)
Explore storytelling elements in the music and create a class story inspired by the piece	Play different instruments with control	Listen to 'Aquarium', reflecting the character of the music through movement
Make up a single accompaniment using the percussion instruments	Explore dynamics with voices and instruments	Recognise the difference between a pattern with notes (pitched) and without (unpitched)
Make up new lyrics and vocal sounds for different kinds of transport	Sing a melody in waltz time and perform the actions	Listen to and copy short rhythm patterns by ear. Mark rests in the song with actions, their voices and instruments
Explore the range and capabilities of voices through vocal play	Transfer actions to sounds played on percussion instruments	Respond to musical signals and musical themes using movement, matching movement to musical gestures in the piece
Create a sound story using instruments to represent different animal sounds/movements	Sing a song while performing a sequence of dance steps	Develop awareness of duration and the ability to move slowly to the music
Make up new lyrics and accompanying actions	Play a two-note accompaniment, playing the beat on tunes or untuned percussion	Create art work, drawing freely and imaginatively in response to a piece of music
Improvise a vocal/physical soundscape about minibeasts	Sing with a sense of pitch, following the shape of the melody with voices	Listen to and copy rhythm patterns
Develop a song by composing new words and adding movements and props	Mark the beat of the song with actions	Copy call-and-response patterns with voices and instruments
Improvise music with different instruments following a conductor	Use the voice to adopt different roles and characters	Recognise and play echoing phrases by ear

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Compose music based on characters and stories developed through listening to Beethoven's 5 th symphony	Match the pitch of a four-note (la-so-mi-do) call-and-response song	Listen with increased concentration to sounds/music and respond by talking about them using music vocabulary, or physically with movement and dance
Compose a three-beat body percussion pattern and perform it to a steady beat	Sing a tune with 'stepping' and 'leaping' notes	Identify different qualities of sound (timbre) e.g. smooth, scratchy, clicking, ringing, and how they are made
Invent and perform actions for new verses	Play a steady beat on percussion instruments	Recognise and respond to changes of speed (tempo), the length of notes (duration - long/short), short/detached/smooth (articulation), and pitch (high/low) using music vocabulary, and/or movement
Create a dramatic group performance using kitchen-themed props	Develop a sense of beat by performing actions to music	Recognise how graphic symbols can represent sound
Compose music to march to using tuned and untuned percussion	Sing an action song with changes in speed	Show the following durations with actions 'walk' (crotchet) and 'jogging' (quavers)
Experiment with sounds (timbre) to create aquarium-inspired music and draw the sounds using graphic symbols	Play along with percussion instruments	Listen actively and mark the beat by tapping, clapping and swinging to the music
Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C)	Perform the story as a class	Listen and move, stepping a variety of rhythm patterns ('walk', 'jogging', 'skipty')
Compose new lyrics and create short body percussion patterns to accompany the song	Sing and play a rising and falling melody, following the shape with voices and on tuned percussion	Understand and explain how beats can be grouped into patterns and identify them in familiar songs
Create rhythm patterns, sequencing them and 'fixing' them as compositions using simple notation	Sing in call-and-response and change voices to make a buzzing sound	Move freely and creatively to music using a prop
Attempt to record compositions with stick and other notations	Play an accompaniment using tuned and untuned percussion, and recognise a change in tempo	Listen actively and learn about rock 'n' roll music
Create musical phrases from new word rhythms that children invent	Sing a song using a call-and-response structure	Listen and match the beat of others and recorded music, adapting speed accordingly

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Improvise rhythms along to a backing track using the note C or G	Play sea sound effects on percussion instruments	Listen actively and learn about rock 'n' roll music
Compose call-and-response music	Play a call-and-response phrase comprising a short stepping tune (C-D-E)	Listen and match the beat of others and recorded music, adapting speed accordingly
Select instruments and compose music to reflect an animal's character	Play different instruments with control	Listen to traditional and composed music from Poland. Begin to understand how music helps people share tradition and culture.
Create, interpret, and perform simple graphic scores	Explore dynamics with voice and instruments	Listen and identify where notes in the melody of a song go down and up
Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app	Sing a melody in waltz time and perform the actions	Listen to a range of Cuban pieces, understanding influences on the music and recognising some of its musical features
Create action patterns in 2- and 3- time	Transfer actions to sounds played on percussion instruments	Develop active listening skills by responding to musical themes through movement
Compose a soundtrack to a clip of a silent film	Sing a song whilst performing a sequence of dance steps	Understand the structure of rondo form (A-B-A-C-A)
Understand and use notes of different duration	Play a two-note accompaniment, playing the beat, on tuned or untuned percussion	Develop a sense of beat and rhythmic pattern through movement
Understand and use notes of different pitch	Sing a cumulative song from memory, remembering the order of the verses	Experience call-and-response patterns through moving with a partner
Understand and use dynamics	Play classroom instruments on the beat	Listen and compare how different composers have approached creating word-based compositions
Compose a pentatonic ostinato	Copy a leader in a call-and response song, show the shape of the pitch moving with actions, and sing using mi-re-do	Recognise and copy rhythms and pitches C-D-E
Create rhythm patterns using the durations crotchet, crotchet rest, pair of quavers	Sing a unison song rhythmically in a tune	Move in time with the beat of the music
Transfer rhythm patterns to tuned instruments to create rising and falling phrases using just three notes	Play percussion instruments expressively, representing the character of their composition	Talk about what they have learnt about Brazil and Carnival

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Compose a 4-beat rhythm pattern to play during instrumental sections	Chant together rhythmically, marking rests accurately	Respond to and recognise crotchets and quavers and make up rhythms using these durations to create accompaniment ideas for the song
Sing a call-and-response song with a invented drone accompaniment	Play a simple ostinato or untuned percussion	Listen and move in time to songs in a Gospel style
Invent simple patterns using rhythms and notes C-D-E	Sing an echo song while tapping the beat, and clap the rhythm of the words, understanding there is one beat for each syllable	Move to music, marking the pulse with action durations: 'walk' (crotchets), 'jogging' (quavers), 'stride' (minims), 'skippy' (dotted quaver/semiquaver), and 'shh' (crotchet rest)
Compose music, structuring short ideas into bigger piece	Sing familiar songs in low and high voices, recognising higher and lower	Listen and identify similarities and differences between acoustic guitar styles
Notate, read, follow and create a 'score'	Play a partner clapping game while singing a song	Listen and appraise, recognising and talking about the musical characteristic of a fanfare using music vocabulary
Improvise with the voice on the notes of the pentatonic scale D-E-G-A-B	Perform actions to music, reinforcing a sense of beat	Compare music extracts and understand that the pentatonic scale features in lots of music traditions and cultures
Identify, play from, and combine rhythm patterns to make a sequence using crotchets, quavers, and crotchet rests	Sing and chant songs and rhymes expressively	Watch a film and analyse it in a musical context
'Doodle' with voices over the chords in the song	Sing either part of a call-and-response song	Identify similarities and differences between pieces of music in a folk/folk-rock style
Improvise and compose, exploring how timbre, dynamics, and texture can be used for impact in a fanfare	Play the response sections on tuned percussion using the correct beater hold	Talk about the purpose of sea shanties and describe some of the features using music vocabulary
Invent a melody	Echo sing a line independently with teacher leading, then move on to pair singing in echo format	Recognise individual instruments and voices by ear
Compose a pentatonic melody	Play the melody on a tuned percussion instrument	Listen to a selection of Gospel music and spirituals and identify key elements that give the music its unique sound

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Create ostinatos	Sing with good diction	Talk about music using appropriate music vocabulary
Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids	Create, interpret, and perform simple graphic scores	Listen and appraise, identifying the structure of songs and analysing them to appreciate the role of metaphor
Improvise and compose, 'doodling' with sound, playing around with pitch and rhythm to create a strong hook	Chant Grandma rap rhythmically, and perform to an accompaniment	Understand techniques for creating a song and develop a greater understanding of the songwriting process
Create fragments of songs that can develop fully fledged songs	Chant and play rhythms using the durations of 'walk' (crotchet), 'jogging' (quavers) and 'shh' (crotchet rest) from stick notation	Listen and copy back simple rhythmic and melodic patterns
Improvise freely over a drone	Learn a clapping game to Hi lo chicka lo that shows the rhythm	Identify drum patterns, basslines, and riffs and play them using body percussion and voices
Show understanding of how a drum pattern, bassline and riff fit together to create a memorable and catchy groove	Create action patterns in 2- and 3-time	Develop listening skills and an understanding of how different instrumental parts interact (texture) by responding to each part through movement
Compose and perform drum patterns, basslines, and riffs on a variety of instruments as part of a group	Compose a soundtrack to a clip of a silent film	Listen and match vocal and instrumental sounds to each other, and to notation
Engage the imagination, work creatively in movement in small groups	Understand and use notes of different duration	Show an understanding of why people sing lullabies to babies
Compose a gentle melody inspired in 3/4 time, using a pentatonic scale and question-and-answer phrasing	Understand and use notes of different pitch	Understand the differences between 3/4 and 4/4 time signatures
Compose a simple accompaniment using tuned instruments	Understand and use dynamics	Listen to historical recordings of big band swing and describe features of the music using music vocabulary
Create and perform their own class arrangement	Learn an interlocking spoken part	Explore the influences on an artist by comparing pieces of music from different genres
Compose a syncopated melody using the notes of the C major scale	Sing a rock 'n' roll-style song confidently	Identify features of timbre, instrumentation, and expression in an extract of recorded music

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Create song lyrics	Play an introduction on tuned percussion	Use musical knowledge and vocabulary to discussion similarities and differences in pieces of music
Fit lyrics to a pulse, creating a chant	Demonstrate an internalised sense of pulse through singing games	Create a shadow movement piece in response to music
Write a melody and sing it	Sing confidently in Polish and play a cumulative game with spoken call-and-response sections	Identify changes in texture between part moving together (homophonic texture) and parts moving independently (polyphonic texture)
Structure ideas into a complete song	Play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern	Develop knowledge and understanding of the origins, history and social context of a song used in the civil rights movement in the USA
Compose an 8-bar piece on percussion, in 3-time and using chords F major and C major	Sing a call-and-response song in groups, holding long notes confidently	Identify ways songwriters convey meaning: through lyrics, the music, and the performance
Improvise over the chords C minor and G7	Play melodic and rhythmic accompaniments to a song	Understand different ways the rhymes work in songs
Create an accompaniment	Rap accurately and rhythmically and dynamic contrasts	Identify different elements of a song's structure
Create an extended melody with four distinct phrases	Perform crotchet and quaver actions ('walk' and 'jogging') on the beat and adapt these actions when the speed of the music changes	Understand the concept of identity and how you can express that in songs
Experiment with harmony	Sing the syncopated rhythms in Latin dance and recognise a verse/chorus structure	Develop knowledge and understanding of a variety of musical styles from India, talking about them using music vocabulary
Structure ideas into a full soundtrack	Play a one-note part contributing to the chords accompanying the verses	Demonstrate coordination and keeping a steady beat by dancing to bhangra music
Create and rhythmic piece for drums and percussion instruments	Perform call-and-response rhythms vocally, by ear, using word rhythms, then transfer rhythms to body percussion/instruments	
	Perform vocal percussion as part of a group	

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	Play the chords of Fly with the stars on tunes percussion as a part of a whole-class performance	
	Sing solo or in a pair in call-and-response style	
	Sing in a Gospel style with expression and dynamics	
	Play a bass part and rhythm ostinato along with This little light of mine	
	Sing Part 1 of a partner song rhythmically	
	Perform a whole-class 'rondo' made up of playing and singing	
	Sing a stepping melody accurately and with clear articulation and diction	
	Sing swung rhythms lightly and accurately	
	Learn a part on tuned percussion and play as part of a whole-class performance	
	Sing Part 2 of a partner song rhythmically. Adopt a rhythmic accompaniment while singing	
	Play repeating rhythmic patterns	
	Count musically	
	Sing with expression and a sense of the style of the music	
	Understand triads and play C, F, G major and A minor	
	Play an instrumental part as part of a whole- class performance	

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	Sing a part in a partner song, rhythmically and from memory	
	Sing a sea shanty expressively, with accurate pitch and strong beat	
	Play bass notes, chords, or rhythms to accompany singing	
	Sing in unison while playing an instrumental beat (untuned)	
	Keep the beat playing a 'cup' game	
	Develop and practice techniques for singing and performing in a Gospel style	
	Sing a song in two parts with expression and an understanding of its origins	
	Sing a round and accompany themselves with a beat	
	Play a drone and chords to accompany singing	
	Sing a lullaby accurately and with expression	
	Play an accompaniment using the tuned percussion	
	Sing and play the melody of Kisne banaaya	
	Sing in a 4-part round accompanied with a pitched ostinato	
	Sing a syncopated melody accurately and in tune	
	Sing and play a class arrangement of the song with a good sense of ensemble	

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	Sing accurately in three parts	
	Play chords on tuned percussion, ukulele, keyboard, or apps	
	Sing the chorus of Throw, catch in three-part harmony with dancing	