



Music ~ Long Term Disciplinary Knowledge Map



Disciplinary knowledge in music is the **interpretation on the interrelated dimensions of music** and how this knowledge is used when listening, playing instruments, singing, improvising and composing, to develop creative and original pieces and performances.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening and Appraising	I know that music can create different feelings. I know that words of songs can tell stories and create pictures in our mind. I know that songs have different sections. I know how to recognise low and high sounds in music.	I know and recognise the sound and names of some of the instruments in the songs I listen to. I know how to describe some of the differences between the sections in a song. I know that instruments have different itches and can be played in different ways.	I know that some songs have a chorus or a response/answer part. I know that songs have a musical style. I know how songs can tell a story or describe an idea.	I know that we can identify the style of songs by listening and appraising I know how to recognise lyrics, instrumentation, content and interrelated dimensions featured in the song, and where they are used. (texture, dynamics, tempo, rhythm, pitch and structure) I know how to identify the main sections of a song (introduction, verse, chorus etc.) I know that music can reflect a time and place in history	I know some of the style indicators (musical characteristics) that give a song its style. I know how to recognise and discuss lyrics, instrumentation, content and interrelated dimensions featured in a song, and where they are used. (texture, dynamics, tempo, rhythm, pitch, structure.) I know how to identify the main sections of the song (introduction, verse, chorus etc) and some smaller sections (outro, intro and middle 8) I know that music can reflect a time and place and culture in history	I know some of the style indicators of a song including when it was written and, if possible, why. I can consider the historical context of a song when listening and appraising. I know how to recognise and discuss lyrics, instrumentation, content and interrelated dimensions featured in the song, and where they are used. (texture, dynamics, tempo, rhythm, pitch, structure, duration, timbre.)	I know a range of the style indicators of a song including when it was written and, if possible, why. I can recognise the historical context of music/songs and can consider what else was going on at the time of composing. I know and can discuss that fact that we each have a musical identity. I know how to confidently recognise and discuss lyrics, instrumentation, content and interrelated dimensions featured in the song, and where they are used. (texture, dynamics, tempo, rhythm, pitch, structure, duration, timbre.)

Performing (Including warm up games)

I know that music has a pulse that we can move, sing and play to. I know how to sing or rap simple songs and nursery rhymes from memory. I know that performing is sharing music with others.	To know that music has a steady pulse, like a heartbeat. I know that a conductor can help performers keep in time. I know that a performance is sharing music with other people, called an audience. I know that voices and instruments can use different sounds when performing.	I know that rhythms are different from the steady pulse. I know that we use different pitches when we sing and play our instruments I know what is meant by singing in unison. I know why we need to warm up our voices. I know the importance of playing in time with a steady pulse. (tempo) I know that an audience can include friends and family.	I know how to find and demonstrate the pulse. I know the difference between pulse and rhythm. Know how pulse, rhythm and pitch work together to create a song. I know the difference between a musical question and an answer. Call and response I know how to sing successfully as part of an ensemble or large group. I know why you must warm up your voice. I know how to make a clear sound from my instrument and why it is important.	I know how pulse, rhythm and pitch work together. I know how to create musical ideas for the group to copy or respond to (Musical Leadership) I know how to consider audience and communication when performing. I know how to evaluate mine or others performances and suggest ways to improve. I know the difference in texture between a group and a solo performer.	I know how to confidently sing parts from memory, and to sing them with a strong internal pulse. I know how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song I know how to perform and create musical ideas for the group to copy or respond to (Musical Leadership) which include syncopated/off beat rhythms. I know how to read and perform using simple notation. I know that a performance involves communicating ideas, thoughts and feelings about the song/music.	I know how to confidently sing more complex parts from memory, and to sing them with a strong internal pulse. (in unison, solo, backing vocals or rapping) I know how to perform and create musical ideas for the group to copy or respond to (Musical Leadership) which include syncopated/off beat rhythms and dynamics. I know how to read and perform more complex notation and follow musical directions I know the features of a successful performance and can consider purpose, venue, audience and communication when performing.
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Composing and Improvising

I know how to create simple repeated patterns in music using my voice or an instrument.

To know that we can create **rhythms** from words, our names, favourite food, colours and animals.

I know that composing is like writing a story with music.

I know that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.

I know that everyone can compose and improvise.

To know that we can create **rhythms** from a range of words when we compose.

I know that compositions can be changed and improved.

I know that when someone improvises they can use more than one note.

I know how to reflect upon a developing composition and make musical decisions about **pulse, rhythm/duration pitch, dynamics and tempo**.

I can identify different ways of recording compositions (letter names, symbols, audio etc.)

I know why using one or two notes confidently when improvising is more effective than using too many.

I know how to create at least one simple **melody** using one, three or all five different notes.

I know how to plan and create a section of music that can be performed within the context of the unit song.

I know that I can use some of the **riffs** I have heard before when improvising.

I know why some notes sound better than others when improvising.

I know that a composition includes **pulse, rhythm and pitch** that work together and are shaped by **tempo, dynamics, texture and structure**.

I know how to recognise the connection between sound and symbol.

I know that I can use some of the **riffs** I have heard before when improvising and expand or change them,

I know that a composition includes **pulse, rhythm and pitch** that work together and are shaped by **tempo, dynamics, texture and structure and melody**.

I know how to record my composition in a range of different ways (e.g. graphic/pictorial notation).

I know how to improvise with confidence and consider the style of a piece when improvising. (eg. swung rhythms)