

## Music Knowledge Document

	Nursery	Reception	Year 1	Year 2
<b><u>Singing</u></b>	<ul style="list-style-type: none"> <li>To sing or rap some nursery rhymes and action songs, including seasonal songs.</li> <li>To know that they can change their voices whilst singing</li> </ul>	<ul style="list-style-type: none"> <li>To sing or rap nursery rhymes and simple songs from memory.</li> <li>To know that songs have sections.</li> <li>To demonstrate how to copy the pitch of another singer</li> </ul>	<ul style="list-style-type: none"> <li>To confidently sing or rap five songs from memory and sing them in unison.</li> <li>To understand that a chorus repeats.</li> <li>To know how to sing as a group and in the same pitch.</li> </ul>	<ul style="list-style-type: none"> <li>To confidently know and sing five songs from memory.</li> <li>To know that unison is everyone singing at the same time.</li> <li>Songs include other ways of using the voice e.g. rapping (spoken word).</li> <li>To know why we need to warm up our voices.</li> </ul>
<b><u>Playing</u></b>	<ul style="list-style-type: none"> <li>To know that different musical instruments make different sounds.</li> <li>To know that a musical instrument can be played in different ways.</li> <li>To know that body movements can be changed depending on the rhythm to achieve a desired effect.</li> </ul>	<ul style="list-style-type: none"> <li>To know that we can move with the pulse of the music.</li> <li>To know that the words of songs can tell stories and paint pictures.</li> <li>To show an awareness of how to use musical instruments appropriately.</li> <li>To understand sounds can be changed and to experiment changing them.</li> </ul>	<ul style="list-style-type: none"> <li>To know that music has a steady pulse, like a heartbeat.</li> <li>Learn the names of the notes in their instrumental part from memory or when written down.</li> <li>Learn the names of the instruments they are playing.</li> </ul>	<ul style="list-style-type: none"> <li>To know that music has a steady pulse, like a heartbeat.</li> <li>To know that we can create rhythms from words, our names, favourite food, colours and animals.</li> <li>Rhythms are different from the steady pulse.</li> <li>We add high and low sounds, pitch, when we sing and play our instruments.</li> <li>Learn the names of the notes in their instrumental part from memory or when written down.</li> <li>Know the names of untuned percussion</li> </ul>

				instruments played in class.
<b><u>Listening</u></b>	<ul style="list-style-type: none"> <li>To join in with familiar stories and nursery rhymes</li> <li>To understand how to appropriately move their body to music</li> <li>To know what songs/music they like/dislike</li> </ul>	<ul style="list-style-type: none"> <li>To know twenty nursery rhymes off by heart.</li> <li>To know the stories of some of the nursery rhymes.</li> <li>To match some sounds with the instruments</li> </ul>	<ul style="list-style-type: none"> <li>To know 5 songs off by heart.</li> <li>To know what the songs are about.</li> <li>To know and recognise the sound and names of some of the instruments they use.</li> </ul>	<ul style="list-style-type: none"> <li>To know five songs off by heart.</li> <li>To know some songs have a chorus or a response/answer part.</li> <li>To know that songs have a musical style.</li> <li>To know and recognise the sound and names of some of the instruments.</li> </ul>
<b><u>Composing</u></b>	<ul style="list-style-type: none"> <li>To express feelings and ideas through instruments.</li> <li>To understand how to play an instrument loudly and quietly, fast and slow</li> </ul>	<ul style="list-style-type: none"> <li>To know you can create different beats/rhythm when playing musical instruments</li> <li>To know how to work with others to create music (improvised)</li> <li>They know how to hold different musical instruments with control so they can produce sound</li> </ul>	<ul style="list-style-type: none"> <li>To know that we can create rhythms from words, our names, favourite food, colours and animals.</li> <li>Improvisation is about making up your own tunes on the spot.</li> <li>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them</li> <li>Composing is like writing a story with music.</li> <li>Everyone can compose</li> </ul>	<ul style="list-style-type: none"> <li>To know that we can create rhythms from words, our names, favourite food, colours and animals</li> <li>Improvisation is making up your own tunes on the spot.</li> <li>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them</li> <li>Composing is like writing a story with music.</li> <li>Everyone can compose</li> </ul>
<b><u>Key Vocab</u></b>	High, low, fast, slow, long, short, loud, quiet, instrument, song, <b>rhythm</b> , beat	<b>Pulse (beat), rhythm, pitch</b> , high sounds, low, sounds, perform, unison, phrase, repeat, song, voice, keyboard, drums, percussion	<b>Pulse, rhythm, pitch</b> , verse, chorus, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, note,	<b>Pulse, rhythm, pitch</b> , improvise, compose, question and answer, verse, chorus ( <b>structure</b> ), instrumental, melody, <b>dynamics, tempo</b> ,

			<p>keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, groove, audience, imagination</p>	<p>timbre, perform/performance, audience, rap, Reggae, glockenspiel, recorder, keyboard, drums, bass, electric guitar, saxophone, trumpet, audience, orchestra, score, note, notation, repeat, percussion, woodwind, strings, brass</p>
<p><b><u>Inter-related Dimensions of Music</u></b></p>	<ul style="list-style-type: none"> <li>• PULSE: the steady beat of a piece of a piece of music</li> <li>• PITCH: the melody and the way the notes change from low to high and vice versa.</li> <li>• RHYTHM: or duration is the pattern of long and short sounds in a piece of music</li> <li>• DYNAMICS: Loud and soft</li> <li>• TEMPO: Fast and slow</li> <li>• TIMBRE: The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments)</li> <li>• TEXTURE: Layers of sound (number of instruments or voices playing together)</li> <li>• STRUCTURE: The way the music is laid out –e.g. Verse, chorus, verse</li> <li>• NOTATION: The link between sound and symbol</li> </ul>			