



Knowledge Organisers for the priority subject for each concept to be issued 2-3 weeks before the learning block is taught.
 Metacognition: Metacognition can take many forms; it includes knowledge about when and how to use particular strategies for learning or problem-solving.
These will vary depending on the needs of each class.

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	How can I work as a team? What songs can be sung together? Can I share my ideas?	Which songs do I like/dislike? Can I explain why? Can I move to different types of music?	What do I like/dislike about dance and performance art? Can I respond to it?	Can I sing on my own? Can I sing in a group? Can I match pitch and melody? Can I suggest improvements?	Can I sing on my own? Can I sing in a group? Can I match pitch and melody? Can I suggest improvements?	Can I use my knowledge to make music?
Skills	Create collaboratively, sharing ideas, resources and skills.	Listen attentively, move to and talk about music, expressing their feelings and responses.	Watch and talk about dance and performance art, expressing their feelings and responses.	Sing in a group or on their own, increasingly matching the pitch and following the melody. Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Sing in a group or on their own, increasingly matching the pitch and following the melody. Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Explore and engage in music making and dance, performing solo or in groups.
Year A Owls	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2



Concept	Civilisation and Democracy	Culture	All Around the World	Exploration and Discoveries	Natural Wonder	Community
NC Objectives	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <ul style="list-style-type: none"> ♣ play tuned and untuned instruments musically ♣ listen with concentration and understanding to a range of high-quality live and recorded music 	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <ul style="list-style-type: none"> ♣ play tuned and untuned instruments musically ♣ listen with concentration and understanding to a range of high-quality live and recorded music ♣ experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <ul style="list-style-type: none"> ♣ play tuned and untuned instruments musically ♣ listen with concentration and understanding to a range of high-quality live and recorded music ♣ experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <ul style="list-style-type: none"> ♣ play tuned and untuned instruments musically ♣ listen with concentration and understanding to a range of high-quality live and recorded music ♣ experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <ul style="list-style-type: none"> ♣ play tuned and untuned instruments musically ♣ listen with concentration and understanding to a range of high-quality live and recorded music 	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <ul style="list-style-type: none"> ♣ play tuned and untuned instruments musically ♣ listen with concentration and understanding to a range of high-quality live and recorded music ♣ experiment with, create, select and combine sounds using the inter-related dimensions of music.
Knowledge	<p>Year 1</p> <ul style="list-style-type: none"> • Sing for Pleasure: Boom Chicka Boom • Voices Foundation: Have you Brought your Whispering Voice? <p>Year 2</p> <ul style="list-style-type: none"> • Little Sally Saucer 	<p>Year 1</p> <ul style="list-style-type: none"> • Voices Foundation: Hello, How are You • Bance: Copy Kitten <p>Year 2</p> <ul style="list-style-type: none"> • Trad. Hey, Hey, Look at Me • Trad. Rain, Rain Go Away 	<p>Year 1</p> <ul style="list-style-type: none"> • Voicelinks: I'm a Train • Bounce High, Bounce Low <p>Year 2</p> <ul style="list-style-type: none"> • Trad. Acka Backa • Voicelinks: The King is in the Castle <p>Listening</p>	<p>Year 1</p> <ul style="list-style-type: none"> • Singing Sherlock: Dr Knickerbocker • Dragon Dance <p>Year 2</p> <ul style="list-style-type: none"> • Young Voiceworks: Ebenezer Sneezzer • Trad. Oats and Beans and Barley Grow 	<p>Year 1</p> <ul style="list-style-type: none"> • Trad. Bangladesh: Mo matchi (Song of the Bees) <p>Year 2</p> <ul style="list-style-type: none"> • Singing Sherlock 1: Teddy Bear Rock n Roll • Trad. Oliver Cromwell <p>Listening Popular Music</p>	<p>Year 1</p> <ul style="list-style-type: none"> • Trad. Ghana: Kye Kye Kule • Trad. England: An Acre of Land <p>Year 2</p> <ul style="list-style-type: none"> • Trad. Lovely Joan • Trad. Searching for Lambs <p>Musicianship</p>

Princetown Primary School
Knowledge and Skills Organiser



	<ul style="list-style-type: none"> • Trad. Star Light, Star Bright, First Star I See Tonight Listening Western Classical Tradition – Rondo alla Turca – Mozart Night Ferry Anna Clyne 21st Century 	<p>Composing</p> <ul style="list-style-type: none"> • Improvise simple vocal chants, using question and answer phrases. • Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey. Combine to make a story, choosing and playing classroom instruments (e.g. rainmaker) or sound-makers (e.g. rustling leaves). • Understand the difference between creating a rhythm pattern and a pitch pattern. • Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns. • Use music technology, if available, to capture, change and combine sounds. • Recognise how graphic notation can represent created sounds. Explore and 	<p>Western Classical Tradition and Film</p> <p>Mars from The Planets Holst 20th Century</p> <p>Bolero Ravel 20th Century</p>	<p>Musicianship</p> <p>Musicianship Pulse/Beat</p> <ul style="list-style-type: none"> • Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. • Use body percussion, (e.g. clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks, etc.), playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat. • Respond to the pulse in recorded/live music through movement and dance, e.g. o Stepping (e.g. Mattachins from Capriol Suite by Warlock), o Jumping (e.g. Trepak from The Nutcracker by Tchaikovsky) o Walking on tiptoes (e.g. Scherzo from The Firebird Suite by Stravinsky). 	<p>Art Pop - Wild Man - Kate Bush</p> <p>Blues - Runaway Blues - Ma Rainey</p>	<p>Rhythm</p> <ul style="list-style-type: none"> • Perform short copycat rhythm patterns accurately, led by the teacher. • Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat. • Perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips); create, retain and perform their own rhythm patterns. <p>Pitch</p> <ul style="list-style-type: none"> • Listen to sounds in the local school environment, comparing high and low sounds. • Sing familiar songs in both low and high voices and talk about the difference in sound. • Explore percussion sounds to enhance storytelling, e.g. o ascending xylophone notes to suggest Jack climbing the beanstalk, o quiet sounds created on a rainstick/shakers to depict a shower, o regular strong beats played on a drum to replicate
--	--	--	--	---	--	--



		invent own symbols, for example: Instrument focus: Handbells		Instrument focus: Glockenspiel		menacing footsteps. • Follow pictures and symbols to guide singing and playing, e.g. 4 dots = 4 taps on the drum. Instrument focus: Ocarinas
Skill Progression	Listening: is able to comment on and respond to recordings of own voice, musical instruments and pieces of recorded music. demonstrates an understanding of the basic musical features (eg: getting louder or softer; higher or lower; faster or slower). is beginning to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notation. listens with increased concentration, responding appropriately to a variety of live and recorded music, through movement, sound based and other creative responses. is beginning to recognise rhythmic	Composing Improvising: is able to create music and suggest symbols for sounds (eg: a large foot for Daddy bear and a small foot for Baby Bear) is able to select classroom instruments and make / experiment sounds in response to a stimulus, eg: a picture. Playing: is able to join in and stop as appropriate by following simple musical instructions is able to recognise and broadly control changes in timbre, tempo, pitch and dynamics when playing instruments and vocally is able to keep a steady pulse with some accuracy through tapping, clapping,	Listening: is able to comment on and respond to recordings of own voice, musical instruments and pieces of recorded music. Composing Improvising: is able to create music and suggest symbols for sounds (eg: a large foot for Daddy bear and a small foot for Baby Bear) is able to select classroom instruments and make / experiment sounds in response to a stimulus, eg: a picture.	Listening: is able to comment on and respond to recordings of own voice, musical instruments and pieces of recorded music. demonstrates an understanding of the basic musical features (eg: getting louder or softer; higher or lower; faster or slower). is beginning to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notation. listens with increased concentration, responding appropriately to a variety of live and recorded music, through movement, sound based and other creative responses. is beginning to recognise rhythmic	Listening: demonstrates an understanding of the basic musical features (eg: getting louder or softer; higher or lower; faster or slower). is beginning to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notation. listens with increased concentration, responding appropriately to a variety of live and recorded music, through movement, sound based and other creative responses. is beginning to recognise rhythmic patterns found in speech, eg: saying / chanting names, counting syllables in the names.	Playing: is able to join in and stop as appropriate by following simple musical instructions is able to recognise and broadly control changes in timbre, tempo, pitch and dynamics when playing instruments and vocally is able to keep a steady pulse with some accuracy through tapping, clapping, marching, playing etc.. has some understanding of the differences between pulse and rhythm is able to follow and lead simple performance directions and demonstrate understanding of these through singing and playing, including things



	<p>patterns found in speech, eg: saying / chanting names, counting syllables in the names.</p> <p>Singing: is able to sing broadly in tune within a limited pitch range and perform with a good sense of pulse and rhythm is able to experiment with different ways of producing sounds with their voice</p>	<p>marching, playing etc.. has some understanding of the differences between pulse and rhythm is able to follow and lead simple performance directions and demonstrate understanding of these through singing and playing, including things such as dynamics, tempo, starting and stopping</p>		<p>patterns found in speech, eg: saying / chanting names, counting syllables in the names</p>		<p>such as dynamics, tempo, starting and stopping</p>
Meta Cognition	<p>Pose questions to identify and clarify issues, and compare information in their world</p>	<p>Identify and explore information and ideas from source materials build on what they know to create ideas and possibilities in ways that are new to them develop and/or produce spoken or written texts in print or digital forms</p>	<p>Organise information based on similar or relevant ideas from several sources identify and compare creative ideas to think broadly about a given situation or problem</p>	<p>Investigate options and predict possible outcomes when putting ideas into action</p>	<p>Describe the strategies used in given situations and tasks use information from a previous experience to inform a new idea</p>	<p>Evaluate whether they have accomplished what they set out to achieve</p>
Year B Owls	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Civilisation and Democracy	Culture	All Around The World	Exploration and discoveries	Natural Wonder	Community

Princetown Primary School
Knowledge and Skills Organiser



<p>NC Objectives</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <ul style="list-style-type: none"> ♣ play tuned and untuned instruments musically ♣ listen with concentration and understanding to a range of high-quality live and recorded music ♣ experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <ul style="list-style-type: none"> ♣ play tuned and untuned instruments musically ♣ listen with concentration and understanding to a range of high-quality live and recorded music ♣ experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <ul style="list-style-type: none"> ♣ play tuned and untuned instruments musically ♣ listen with concentration and understanding to a range of high-quality live and recorded music ♣ experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <ul style="list-style-type: none"> ♣ play tuned and untuned instruments musically ♣ listen with concentration and understanding to a range of high-quality live and recorded music ♣ experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <ul style="list-style-type: none"> ♣ play tuned and untuned instruments musically ♣ listen with concentration and understanding to a range of high-quality live and recorded music ♣ experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <ul style="list-style-type: none"> ♣ play tuned and untuned instruments musically ♣ listen with concentration and understanding to a range of high-quality live and recorded music ♣ experiment with, create, select and combine sounds using the inter-related dimensions of music.
<p>Knowledge</p>	<p>Year 1</p> <ul style="list-style-type: none"> • Sing for Pleasure: Boom Chicka Boom • Voices Foundation: Have you Brought your Whispering Voice? <p>Year 2</p> <ul style="list-style-type: none"> • Voicelinks: Fireworks <p>Listening Popular Music</p>	<p>Year 1</p> <ul style="list-style-type: none"> • Voices Foundation: Hello, How are You • Bance: Copy Kitten <p>Year 2</p> <ul style="list-style-type: none"> • Trad. Bangladesh: Charti Kula beng (Four Fat Frogs) <p>Composing • Create music in response to a non-musical stimulus (e.g. a storm, a car race, </p>	<p>Year 1</p> <ul style="list-style-type: none"> • Voicelinks: I'm a Train • Bounce High, Bounce Low <p>Year 2</p> <ul style="list-style-type: none"> • Trad. America: Built My Lady a Fine Brick House <p>Musicianship Pulse/Beat • Understand that the speed of the beat can change, creating a faster or slower pace (tempo). • Mark the beat of a listening piece</p>	<p>Year 1</p> <ul style="list-style-type: none"> • Singing Sherlock: Dr Knickerbocker • Dragon Dance <p>Year 2</p> <ul style="list-style-type: none"> • Sing Up: Paintbox <p>Musicianship Rhythm • Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. • Create</p>	<p>Year 1</p> <ul style="list-style-type: none"> • Trad. Bangladesh: Mo matchi (Song of the Bees) <p>Year 2</p> <ul style="list-style-type: none"> • Trad. Australia: I Got Kicked by a Kangaroo <p>Listening Musical Traditions Brazil Samba Fanfarra (Cabua-Le-Le) Sérgio Mendes/Carlinhos Brown</p>	<p>Year 1</p> <ul style="list-style-type: none"> • Trad. Ghana: Kye Kye Kule • Trad. England: An Acre of Land <p>Year 2</p> <ul style="list-style-type: none"> • Trad. Bangladesh: Hatti – ma tim tim (An Imaginary Bird) <p>Musicianship Pitch • Play a range of singing games based on the cuckoo interval (so-</p>

Princetown Primary School
Knowledge and Skills Organiser



	<p>Pop - with a little help from my friends - The Beatles Rock N Roll - Hound Dog - Elvis Presley</p>	<p>or a rocket launch). • Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation. • Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. • Use music technology, if available, to capture, change and combine sounds.</p> <p>Instrument focus: Handbells</p>	<p>(e.g. Bolero by Ravel) by tapping or clapping and recognising tempo as well as changes in tempo. • Walk in time to the beat of a piece of music or song (e.g. La Mourisque by Susato). Know the difference between left and right to support coordination and shared movement with others. • Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. • Identify the beat groupings in familiar music that they sing regularly and listen to, e.g. o in 2 Maple Leaf Rag by Joplin o in 3 The Elephant from Carnival of the Animals by Saint-Saëns</p>	<p>rhythms using word phrases as a starting point (e.g. Hel-lo Si-mon or Can you come and play?). • Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests. • Create and perform their own chanted rhythm patterns with the same stick notation.</p> <p>Instrument focus: Glockenspiel</p>	<p>Indonesia – Gamelan – Baris – Gong Kebyar of Peliatan Composing</p> <ul style="list-style-type: none"> •Improvise simple vocal chants, using question and answer phrases. •Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey. Combine to make a story, choosing and playing classroom instruments (e.g. rainmaker) or sound-makers (e.g. rustling leaves). •Understand the difference between creating a rhythm pattern and a pitch pattern. •Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns. •Use music technology, if available, to capture, change and combine sounds. 	<p>mi, e.g. Little Sally Saucer) matching voices accurately, supported by a leader playing the melody. The melody could be played on a piano, acoustic instrument or backing track. • Sing short phrases independently within a singing game or short song. • Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low). • Recognise dot notation and match it to 3-note tunes played on tuned percussion, for example:</p> <p>Instrument focus: Ocarinas</p>
--	---	---	---	--	---	---



					<ul style="list-style-type: none"> •Recognise how graphic notation can represent created sounds. Explore and invent own symbols. 	
Skills	<p>Listening: is able to comment on and respond to recordings of own voice, musical instruments and pieces of recorded music. demonstrates an understanding of the basic musical features (eg: getting louder or softer; higher or lower; faster or slower). is beginning to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notation. listens with increased concentration, responding appropriately to a variety of live and recorded music, through movement, sound based and other creative responses. is beginning to recognise rhythmic patterns found in speech, eg: saying / chanting</p>	<p>Listening: is able to comment on and respond to recordings of own voice, musical instruments and pieces of recorded music. Composing Improvising: is able to create music and suggest symbols for sounds (eg: a large foot for Daddy bear and a small foot for Baby Bear) is able to select classroom instruments and make / experiment sounds in response to a stimulus, eg: a picture.</p>	<p>Playing: is able to join in and stop as appropriate by following simple musical instructions is able to recognise and broadly control changes in timbre, tempo, pitch and dynamics when playing instruments and vocally is able to keep a steady pulse with some accuracy through tapping, clapping, marching, playing etc.. has some understanding of the differences between pulse and rhythm is able to follow and lead simple performance directions and demonstrate understanding of these through singing and playing, including things such as dynamics, tempo, starting and stopping</p>	<p>Playing: is able to join in and stop as appropriate by following simple musical instructions is able to recognise and broadly control changes in timbre, tempo, pitch and dynamics when playing instruments and vocally is able to keep a steady pulse with some accuracy through tapping, clapping, marching, playing etc.. has some understanding of the differences between pulse and rhythm is able to follow and lead simple performance directions and demonstrate understanding of these through singing and playing, including things such as dynamics, tempo, starting and stopping</p>	<p>Listening: is able to comment on and respond to recordings of own voice, musical instruments and pieces of recorded music. demonstrates an understanding of the basic musical features (eg: getting louder or softer; higher or lower; faster or slower). is beginning to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notation. listens with increased concentration, responding appropriately to a variety of live and recorded music, through movement, sound based and other creative responses. is beginning to recognise rhythmic patterns found in speech, eg: saying / chanting</p>	<p>Playing: is able to join in and stop as appropriate by following simple musical instructions is able to recognise and broadly control changes in timbre, tempo, pitch and dynamics when playing instruments and vocally is able to keep a steady pulse with some accuracy through tapping, clapping, marching, playing etc.. has some understanding of the differences between pulse and rhythm is able to follow and lead simple performance directions and demonstrate understanding of these through singing and playing, including things such as dynamics, tempo, starting and stopping</p>



	<p>instruments with increasing accuracy, fluency, control and expression</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p>	<p>instruments with increasing accuracy, fluency, control and expression</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p>	<p>instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p>	<p>instruments with increasing accuracy, fluency, control and expression</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p>	<p>instruments with increasing accuracy, fluency, control and expression</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p>	<p>instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p>
<p>Knowledge</p>	<p>See Indicative musical features doc</p> <p>Sing Up: Heads and Shoulders</p> <p>Singing Sherlock 2: Si, Si, Si</p> <p>Junior Voiceworks 1: Calypso</p> <p>Junior Voiceworks 2: Our Dustbin</p> <p>Trad. Ireland: Danny Boy</p> <p>Kodály: Rocky Mountain</p> <p>Listening</p> <p>Symphony No. 5 Beethoven – Classical</p> <p>O Eucharist – Hildegard -Early</p>	<p>See Indicative musical features doc</p> <p>Listening</p> <p>Jai Ho – A.R. Rahman 21st Century</p> <p>Rondo alla Turca - Mozart - Classical</p>	<p>See Indicative musical features doc</p> <p>Listening</p> <p>90s Indie – Wonderwall Oasis</p> <p>Blues – Runaway Blues – Ma Rainey</p>	<p>See Indicative musical features doc</p> <p>Flying a Round: To stop the train</p> <p>Trad. Japan: Kaeru no uta</p> <p>Voiceworks 1: Hear the Wind</p> <p>Kendrick: Servant King</p> <p>Kodály: My Paddle</p> <p>High Low Chickalo</p> <p>Sing Up: One Moment, One People</p> <p>Listening</p>	<p>See Indicative musical features doc</p> <p>Listening</p> <p>Nigh on a bare mountain – Mussorgsky - Romantic</p>	<p>See Indicative musical features doc</p> <p>Listening</p> <p>Indian Classical – Sahela Re – Kishori Amonkar</p>



				Bolero – Ravel – 20 th Century		
Skill Progression	<p>Singing LKS2 Can 'listen for' elements of music such as beat or pitch and make comments or responds appropriately with occasional support</p> <p>Is able to sing with clear diction, more accurate tuning, control of breathing and an appropriate tone.</p> <p>Is beginning to maintain an independent part in a small group when singing (simple part singing)</p> <p>UKS2 Is able to listen to and evaluate a range of music from different traditions, genres, styles and times, responding appropriately to the context</p>	<p>Playing LKS2 Can 'listen for' elements of music such as beat or pitch and make comments or responds appropriately with occasional support</p> <p>Is able to demonstrate musical quality – eg: clear starts, ends of pieces / phrases, technical accuracy etc..</p> <p>Is able to use sounds, technology and instruments in creative ways</p> <p>Is beginning to maintain an independent part in a small group when playing (ostinato, rhythm) is able to play more confidently and fluently, maintaining an</p>	<p>Composing/Improvising LKS2 Can 'listen for' elements of music such as beat or pitch and make comments or responds appropriately with occasional support</p> <p>Is able to create simple rhythmic patterns melodies and accompaniments with only a little support</p> <p>Is able to communicate ideas, thoughts and feelings through simple musical demonstration</p> <p>Is able to talk about and offer simple justification for the responses, instrument choices and 'feel' of the music they compose offers comments about own and others' work and ways to improve</p> <p>UKS2</p>	<p>Singing LKS2 Can 'listen for' elements of music such as beat or pitch and make comments or responds appropriately with occasional support</p> <p>Is able to sing with clear diction, more accurate tuning, control of breathing and an appropriate tone.</p> <p>Is beginning to maintain an independent part in a small group when singing (simple part singing)</p> <p>UKS2 Is able to listen to and evaluate a range of music from different traditions, genres, styles and times, responding appropriately to the context</p>	<p>Playing LKS2 Can 'listen for' elements of music such as beat or pitch and make comments or responds appropriately with occasional support</p> <p>Is able to demonstrate musical quality – eg: clear starts, ends of pieces / phrases, technical accuracy etc..</p> <p>Is able to use sounds, technology and instruments in creative ways</p> <p>Is beginning to maintain an independent part in a small group when playing (ostinato, rhythm) is able to play more confidently and fluently, maintaining an appropriate pulse</p> <p>UKS2</p>	<p>Composing/Improvising LKS2 Can 'listen for' elements of music such as beat or pitch and make comments or responds appropriately with occasional support</p> <p>Is able to create simple rhythmic patterns melodies and accompaniments with only a little support</p> <p>Is able to communicate ideas, thoughts and feelings through simple musical demonstration</p> <p>Is able to talk about and offer simple justification for the responses, instrument choices and 'feel' of the music they compose offers comments about own</p>

Princetown Primary School
Knowledge and Skills Organiser



	<p>Is able to share opinions about own and others' music and can give justification for these</p> <p>Demonstrates increasing confidence, expression, skill and level of musicality through taking different roles in a performance.</p> <p>Is able to maintain a strong sense of pulse; recognises when going out of time</p> <p>Demonstrates increasing confidence, expression, skill and level of musicality through taking different roles in a performance.</p> <p>Is able to lead an independent part in a group when singing or playing (eg: rhythm, ostinato, drone, simple part singing, etc)</p>	<p>appropriate pulse</p> <p>Is able to suggest and follow simple performance directions and is starting to lead</p> <p>UKS2</p> <p>Is able to listen to and evaluate a range of music from different traditions, genres, styles and times, responding appropriately to the context</p> <p>Is able to share opinions about own and others' music and can give justification for these</p> <p>Demonstrates increasing confidence, expression, skill and level of musicality through taking different roles in a performance.</p>	<p>Is able to listen to and evaluate a range of music from different traditions, genres, styles and times, responding appropriately to the context</p> <p>Is able to share opinions about own and others' music and can give justification for these</p> <p>Is able to create music which demonstrates an understanding of structure and can discuss the choices made</p> <p>Is able to use a variety of musical devices, timbres, textures, techniques etc when creating music</p>	<p>Is able to share opinions about own and others' music and can give justification for these</p> <p>Demonstrates increasing confidence, expression, skill and level of musicality through taking different roles in a performance.</p> <p>Is able to maintain a strong sense of pulse; recognises when going out of time</p> <p>Demonstrates increasing confidence, expression, skill and level of musicality through taking different roles in a performance.</p> <p>Is able to lead an independent part in a group when singing or playing (eg: rhythm, ostinato, drone, simple part singing, etc)</p> <p>Is able to experiment with voice, sounds, technology</p>	<p>Is able to listen to and evaluate a range of music from different traditions, genres, styles and times, responding appropriately to the context</p> <p>Is able to share opinions about own and others' music and can give justification for these</p> <p>Demonstrates increasing confidence, expression, skill and level of musicality through taking different roles in a performance.</p> <p>Is able to maintain a strong sense of pulse; recognises when going out of time</p> <p>Demonstrates increasing confidence, expression, skill and level of musicality through taking different roles in a performance.</p>	<p>and others' work and ways to improve</p> <p>UKS2</p> <p>which demonstrates an understanding of structure and can discuss the choices made</p> <p>Is able to use a variety of musical devices, timbres, textures, techniques etc when creating music</p>
--	---	---	---	---	--	---

Princetown Primary School
Knowledge and Skills Organiser



	<p>Is able to experiment with voice, sounds, technology and instruments in creative ways and to explore new techniques</p> <p>Is able to, as appropriate, follow basic shapes of music and simple staff notation, through singing and playing short passages of music</p>	<p>Is able to maintain a strong sense of pulse; recognises when going out of time</p> <p>Demonstrates increasing confidence, expression, skill and level of musicality through taking different roles in a performance.</p> <p>Is able to lead an independent part in a group when singing or playing (eg: rhythm, ostinato, drone, simple part singing, etc)</p> <p>Is able to experiment with voice, sounds, technology and instruments in creative ways and to explore new techniques</p> <p>Is able to, as appropriate,</p>		<p>and instruments in creative ways and to explore new techniques</p> <p>Is able to, as appropriate, follow basic shapes of music and simple staff notation, through singing and playing short passages of music</p>	<p>Is able to lead an independent part in a group when singing or playing (eg: rhythm, ostinato, drone, simple part singing, etc)</p> <p>Is able to experiment with voice, sounds, technology and instruments in creative ways and to explore new techniques</p> <p>Is able to, as appropriate, follow basic shapes of music and simple staff notation, through singing and playing short passages of music</p>	
--	---	---	--	--	---	--



		follow basic shapes of music and simple staff notation, through singing and playing short passages of music				
Meta Cognition	<p>LKS2</p> <p>Pose questions pose questions to expand their knowledge about the world</p> <p>Identify and clarify information and ideas identify main ideas and select and clarify information from a range of sources</p> <p>UKS2</p> <p>Pose questions pose questions to clarify and interpret information and probe further to discover causes and consequences</p> <p>Identify and clarify information and ideas identify and clarify</p>	<p>LKS2</p> <p>Organise and process information collect, compare, and categorise facts and opinions found in a wide range of sources</p> <p>Imagine possibilities and connect ideas expand on known ideas to create new and imaginative combinations</p> <p>UKS2</p> <p>Organise and process information analyse, condense, and combine relevant information from multiple sources</p> <p>Imagine possibilities and connect ideas combine ideas in a</p>	<p>LKS2</p> <p>Consider alternatives explore situations using creative thinking strategies to propose a range of alternatives</p> <p>Seek solutions and put ideas into action experiment with a range of options when seeking solutions and putting ideas into action</p> <p>UKS2</p> <p>Consider alternatives identify situations where current approaches do not work, challenge existing ideas, and generate alternative solutions</p> <p>Seek solutions and put ideas into action assess and test options to identify the</p>	<p>LKS2</p> <p>Think about thinking (metacognition) reflect on, explain and check the processes used to come to conclusions</p> <p>Reflect on processes identify pertinent information in an investigation and separate into smaller parts or ideas</p> <p>UKS2</p> <p>Think about thinking (metacognition) reflect on assumptions made, consider reasonable criticism, and adjust their thinking if necessary</p> <p>Reflect on processes identify and justify the thinking behind choices they have made</p>	<p>LKS2</p> <p>Transfer knowledge into new contexts transfer and apply information in one setting to enrich another</p> <p>Apply logic and reasoning identify and apply appropriate reasoning and thinking strategies for outcomes</p> <p>UKS2</p> <p>Transfer knowledge into new contexts apply knowledge gained from one context to another unrelated context and identify new meaning</p> <p>Apply logic and reasoning assess whether there is adequate reasoning and evidence to justify a claim, conclusion, or outcome</p>	<p>LKS2</p> <p>Draw conclusions and design a course of action draw on prior knowledge and use evidence when choosing a course of action or drawing a conclusion</p> <p>Evaluate procedures and outcomes explain and justify ideas and outcomes</p> <p>UKS2</p> <p>Draw conclusions and design a course of action scrutinise ideas or concepts, test conclusions and modify actions when designing a course of action</p>



	relevant information and prioritise ideas	variety of ways and from a range of sources to create new possibilities	most effective solution and put ideas into action			Evaluate procedures and outcomes evaluate the effectiveness of ideas, products, performances, methods, and courses of action against given criteria
Year B Buzzards	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concept	Civilisation and Democracy	Culture	All Around the World	Exploration and Discoveries	Natural Wonder	Community
NC Objectives	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p>



		from great composers and musicians Develop an understanding of the history of music.	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music.		Develop an understanding of the history of music.	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music.
Knowledge	See Indicative musical features doc Trad. Morocco: A ram sam sam/Pease Pudding Hot Trad. Bangladesh: Now charia de (A Boatman's Song) Happy Birthday Great Weather Songs: Long Journey Ally Ally O Trad. Caribbean: Four White Horses Sing Up: Be the Change Listening English Folk Song Suite – Vaughan Williams – 20 th Century Symphonic Variations on an African Air – Coleridge- Taylor 20 th Century	See Indicative musical features doc Listening For the Beauty of the Earth – Rutter -20 th Century Night Ferry -Anna Clyne – 21 st Century	See Indicative musical features doc Listening 90s Singer – Play dead – Bjork 80s Synth – Smalltown Boy – Bronski Beat	See Indicative musical features doc Junior Songscape: Listen to the Rain Voicelinks: Extreme Weather Great Celebration Songs: World in Union Sing Up: Just like a Roman Trad. Uganda: Dipidu Are You Ready? Sing Up: There's a Power in the Music Listening Jazz – Tae the A train – Billystrayhorn Funk – I feel good – James Brown	See Indicative musical features doc Listening Disco – Le Freak – Chic 90s Indie – Wonderwall - Oasis	See Indicative musical features doc Nigeria – Drumming – Jin-Go-La-Ba (Drums of Passion) Babatunde Olatunji South Africa – Choral – Inkanyezi Nezazi – Ladysmith Black Mambazo
Skill Progression	<u>Singing</u> <u>LKS2</u> Can 'listen for' elements of music such as beat or pitch and make comments	<u>Playing</u> <u>LKS2</u> Can 'listen for' elements of music such as beat or pitch and make	<u>Composing/Improvising</u> <u>LKS2</u> Can 'listen for' elements of music such as beat or pitch and make comments or	<u>Singing</u> <u>LKS2</u> Can 'listen for' elements of music such as beat or pitch and make comments or	<u>Playing</u> <u>LKS2</u> Can 'listen for' elements of music such as beat or pitch and make comments	<u>Composing</u> <u>LKS2</u> Can 'listen for' elements of music such as beat or pitch and make



<p>or responds appropriately with occasional support</p> <p>Is able to sing with clear diction, more accurate tuning, control of breathing and an appropriate tone.</p> <p>Is beginning to maintain an independent part in a small group when singing (simple part singing)</p> <p><u>UKS2</u></p> <p>Is able to listen to and evaluate a range of music from different traditions, genres, styles and times, responding appropriately to the context</p> <p>Is able to share opinions about own and others' music and can give justification for these</p> <p>Demonstrates increasing confidence, expression, skill and level of musicality</p>	<p>comments or responds appropriately with occasional support</p> <p>Is able to demonstrate musical quality – eg: clear starts, ends of pieces / phrases, technical accuracy etc..</p> <p>Is able to use sounds, technology and instruments in creative ways</p> <p>Is beginning to maintain an independent part in a small group when playing (ostinato, rhythm) is able to play more confidently and fluently, maintaining an appropriate pulse</p> <p>Is able to suggest and follow simple performance directions and is starting to lead</p>	<p>responds appropriately with occasional support</p> <p>Is able to create simple rhythmic patterns melodies and accompaniments with only a little support</p> <p>Is able to communicate ideas, thoughts and feelings through simple musical demonstration</p> <p>Is able to talk about and offer simple justification for the responses, instrument choices and 'feel' of the music they compose offers comments about own and others' work and ways to improve</p> <p><u>UKS2</u></p> <p>Is able to listen to and evaluate a range of music from different traditions, genres, styles and times, responding appropriately to the context</p>	<p>responds appropriately with occasional support</p> <p>Is able to sing with clear diction, more accurate tuning, control of breathing and an appropriate tone.</p> <p>Is beginning to maintain an independent part in a small group when singing (simple part singing)</p> <p><u>UKS2</u></p> <p>Is able to listen to and evaluate a range of music from different traditions, genres, styles and times, responding appropriately to the context</p> <p>Is able to share opinions about own and others' music and can give justification for these</p> <p>Demonstrates increasing confidence, expression,</p>	<p>responds appropriately with occasional support</p> <p>Is able to demonstrate musical quality – eg: clear starts, ends of pieces / phrases, technical accuracy etc..</p> <p>Is able to use sounds, technology and instruments in creative ways</p> <p>Is beginning to maintain an independent part in a small group when playing (ostinato, rhythm) is able to play more confidently and fluently, maintaining an appropriate pulse</p> <p><u>UKS2</u></p> <p>Is able to listen to and evaluate a range of music from different traditions, genres, styles and times,</p>	<p>comments or responds appropriately with occasional support</p> <p>Is able to create simple rhythmic patterns melodies and accompaniments with only a little support</p> <p>Is able to communicate ideas, thoughts and feelings through simple musical demonstration</p> <p>Is able to talk about and offer simple justification for the responses, instrument choices and 'feel' of the music they compose offers comments about own and others' work and ways to improve</p> <p><u>UKS2</u></p> <p>which demonstrates an understanding of</p>
---	--	---	--	--	--

Princetown Primary School
Knowledge and Skills Organiser



<p>through taking different roles in a performance.</p> <p>Is able to maintain a strong sense of pulse; recognises when going out of time</p> <p>Demonstrates increasing confidence, expression, skill and level of musicality through taking different roles in a performance.</p> <p>Is able to lead an independent part in a group when singing or playing (eg: rhythm, ostinato, drone, simple part singing, etc)</p> <p>Is able to experiment with voice, sounds, technology and instruments in creative ways and to explore new techniques</p> <p>Is able to, as appropriate, follow basic shapes of music and simple staff</p>	<p>UKS2</p> <p>Is able to listen to and evaluate a range of music from different traditions, genres, styles and times, responding appropriately to the context</p> <p>Is able to share opinions about own and others' music and can give justification for these</p> <p>Demonstrates increasing confidence, expression, skill and level of musicality through taking different roles in a performance.</p> <p>Is able to maintain a strong sense of pulse; recognises when going out of time</p> <p>Demonstrates increasing</p>	<p>Is able to share opinions about own and others' music and can give justification for these</p> <p>Is able to create music which demonstrates an understanding of structure and can discuss the choices made</p> <p>Is able to use a variety of musical devices, timbres, textures, techniques etc when creating music</p>	<p>skill and level of musicality through taking different roles in a performance.</p> <p>Is able to maintain a strong sense of pulse; recognises when going out of time</p> <p>Demonstrates increasing confidence, expression, skill and level of musicality through taking different roles in a performance.</p> <p>Is able to lead an independent part in a group when singing or playing (eg: rhythm, ostinato, drone, simple part singing, etc)</p> <p>Is able to experiment with voice, sounds, technology and instruments in creative ways and to explore new techniques</p> <p>Is able to, as appropriate, follow basic shapes of music and simple staff</p>	<p>responding appropriately to the context</p> <p>Is able to share opinions about own and others' music and can give justification for these</p> <p>Demonstrates increasing confidence, expression, skill and level of musicality through taking different roles in a performance.</p> <p>Is able to maintain a strong sense of pulse; recognises when going out of time</p> <p>Demonstrates increasing confidence, expression, skill and level of musicality through taking different roles in a performance.</p> <p>Is able to lead an independent part in a group when singing or playing (eg: rhythm, ostinato, drone, simple</p>	<p>structure and can discuss the choices made</p> <p>Is able to use a variety of musical devices, timbres, textures, techniques etc when creating music</p>
---	--	--	---	---	---

Princetown Primary School
Knowledge and Skills Organiser



	<p>notation, through singing and playing short passages of music</p>	<p>confidence, expression, skill and level of musicality through taking different roles in a performance.</p> <p>Is able to lead an independent part in a group when singing or playing (eg: rhythm, ostinato, drone, simple part singing, etc)</p> <p>Is able to experiment with voice, sounds, technology and instruments in creative ways and to explore new techniques</p> <p>Is able to, as appropriate, follow basic shapes of music and simple staff notation, through singing and playing short passages of music</p>		<p>notation, through singing and playing short passages of music</p>	<p>part singing, etc)</p> <p>Is able to experiment with voice, sounds, technology and instruments in creative ways and to explore new techniques</p> <p>Is able to, as appropriate, follow basic shapes of music and simple staff notation, through singing and playing short passages of music</p>	
	LKS2	LKS2	LKS2	LKS2	LKS2	LKS2



<p>Pose questions pose questions to expand their knowledge about the world</p> <p>Identify and clarify information and ideas identify main ideas and select and clarify information from a range of sources</p> <p>UKS2</p>	<p>Organise and process information collect, compare, and categorise facts and opinions found in a wide range of sources</p> <p>Imagine possibilities and connect ideas expand on known ideas to create new and imaginative combinations</p> <p>UKS2</p>	<p>Consider alternatives explore situations using creative thinking strategies to propose a range of alternatives</p> <p>Seek solutions and put ideas into action experiment with a range of options when seeking solutions and putting ideas into action</p> <p>UKS2</p>	<p>Think about thinking (metacognition) reflect on, explain and check the processes used to come to conclusions</p> <p>Reflect on processes identify pertinent information in an investigation and separate into smaller parts or ideas</p> <p>UKS2</p>	<p>Transfer knowledge into new contexts transfer and apply information in one setting to enrich another</p> <p>Apply logic and reasoning - identify and apply appropriate reasoning and thinking strategies for outcomes</p> <p>UKS2</p>	<p>Draw conclusions and design a course of action draw on prior knowledge and use evidence when choosing a course of action or drawing a conclusion</p> <p>Evaluate procedures and outcomes explain and justify ideas and outcomes</p> <p>UKS2</p>
<p>Pose questions pose questions to clarify and interpret information and probe further to discover causes and consequences</p> <p>Identify and clarify information and ideas identify and clarify relevant information and prioritise ideas</p>	<p>Organise and process information analyse, condense, and combine relevant information from multiple sources</p> <p>Imagine possibilities and connect ideas combine ideas in a variety of ways and from a range of sources to create new possibilities</p>	<p>Consider alternatives identify situations where current approaches do not work, challenge existing ideas, and generate alternative solutions</p> <p>Seek solutions and put ideas into action assess and test options to identify the most effective solution and put ideas into action</p>	<p>Think about thinking (metacognition) reflect on assumptions made, consider reasonable criticism, and adjust their thinking if necessary</p> <p>Reflect on processes identify and justify the thinking behind choices they have made</p>	<p>Transfer knowledge into new contexts apply knowledge gained from one context to another unrelated context and identify new meaning</p> <p>Apply logic and reasoning - assess whether there is adequate reasoning and evidence to justify a claim, conclusion, or outcome</p>	<p>Draw conclusions and design a course of action scrutinise ideas or concepts, test conclusions and modify actions when designing a course of action</p> <p>Evaluate procedures and outcomes evaluate the effectiveness of ideas, products, performances, methods, and courses of action against given criteria</p>



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year C Buzzards	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concept	Civilisation and Democracy	Culture	All Around the World	Exploration and Discoveries	Natural Wonder	Community
NC Objectives	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p>



<p>Knowledge</p>	<p>See Indicative musical features doc Sing Up: Skye Boat Song Trad. Ireland: Be Thou My Vision Trad. Ghana: Namuma Row, Row, Row your Boat Sing Up: We are the Champions British National Anthem – God Save the Queen Listening 1812 Overture – Tchaikovsky - Romantic Connect It – Anna Meredith – 21st Century</p>	<p>See Indicative musical features doc Listening This Little Babe – Britten – 20th Century 90s RnB – Say My Name – Destiny’s Child</p>	<p>See Indicative musical features doc Listening Art Pop – Wild Man – Kate Bush Middle East – Folk -Sprinting Gazelle – Reem Kelani</p>	<p>See Indicative musical features doc Junior Voiceworks 1: Now The Sun Is Shining Voiceworks 1: Candle Light Sing for Pleasure: Ghosts Sing for Pleasure: Lost in Space Sing Up: We Go Together Trad. Ghana: Senwa de Dende Listening England – Folk – Sea Shanties</p>	<p>See Indicative musical features doc Listening Polan – Folk – Mazurkas Op 24 – Chopin</p>	<p>See Indicative musical features doc Argentina – Tango – Libertango - Piazzolla</p>
<p>Skill Progression</p>	<p><u>Singing</u> <u>LKS2</u> Can ‘listen for’ elements of music such as beat or pitch and make comments or responds appropriately with occasional support Is able to sing with clear diction, more accurate tuning, control of breathing and an appropriate tone. Is beginning to maintain an independent part in a small group when singing (simple part singing)</p>	<p><u>Playing</u> <u>LKS2</u> Can ‘listen for’ elements of music such as beat or pitch and make comments or responds appropriately with occasional support Is able to demonstrate musical quality – eg: clear starts, ends of pieces / phrases, technical accuracy etc.. Is able to use sounds, technology and instruments in</p>	<p><u>Composing/Improvising</u> <u>LKS2</u> Can ‘listen for’ elements of music such as beat or pitch and make comments or responds appropriately with occasional support Is able to create simple rhythmic patterns melodies and accompaniments with only a little support Is able to communicate ideas, thoughts and feelings through simple musical demonstration</p>	<p><u>Singing</u> <u>LKS2</u> Can ‘listen for’ elements of music such as beat or pitch and make comments or responds appropriately with occasional support Is able to sing with clear diction, more accurate tuning, control of breathing and an appropriate tone. Is beginning to maintain an independent part in a small group when singing (simple part singing)</p>	<p><u>Playing</u> <u>LKS2</u> Can ‘listen for’ elements of music such as beat or pitch and make comments or responds appropriately with occasional support Is able to demonstrate musical quality – eg: clear starts, ends of pieces / phrases, technical accuracy etc.. Is able to use sounds, technology and instruments in</p>	<p><u>Composing/Improvising</u> <u>LKS2</u> Can ‘listen for’ elements of music such as beat or pitch and make comments or responds appropriately with occasional support Is able to create simple rhythmic patterns melodies and accompaniments with only a little support Is able to communicate ideas, thoughts and</p>

Princetown Primary School
Knowledge and Skills Organiser



	<p><u>UKS2</u></p> <p>Is able to listen to and evaluate a range of music from different traditions, genres, styles and times, responding appropriately to the context</p> <p>Is able to share opinions about own and others' music and can give justification for these</p> <p>Demonstrates increasing confidence, expression, skill and level of musicality through taking different roles in a performance.</p> <p>Is able to maintain a strong sense of pulse; recognises when going out of time</p> <p>Demonstrates increasing confidence, expression, skill and level of musicality through taking different</p>	<p>creative ways</p> <p>Is beginning to maintain an independent part in a small group when playing (ostinato, rhythm) is able to play more confidently and fluently, maintaining an appropriate pulse</p> <p>Is able to suggest and follow simple performance directions and is starting to lead</p> <p><u>UKS2</u></p> <p>Is able to listen to and evaluate a range of music from different traditions, genres, styles and times, responding appropriately to the context</p> <p>Is able to share opinions about own and others' music and can give justification for these</p>	<p>Is able to talk about and offer simple justification for the responses, instrument choices and 'feel' of the music they compose offers comments about own and others' work and ways to improve</p> <p><u>UKS2</u></p> <p>Is able to listen to and evaluate a range of music from different traditions, genres, styles and times, responding appropriately to the context</p> <p>Is able to share opinions about own and others' music and can give justification for these</p> <p>Is able to create music which demonstrates an understanding of structure and can discuss the choices made</p> <p>Is able to use a variety of</p>	<p><u>UKS2</u></p> <p>Is able to listen to and evaluate a range of music from different traditions, genres, styles and times, responding appropriately to the context</p> <p>Is able to share opinions about own and others' music and can give justification for these</p> <p>Demonstrates increasing confidence, expression, skill and level of musicality through taking different roles in a performance.</p> <p>Is able to maintain a strong sense of pulse; recognises when going out of time</p> <p>Demonstrates increasing confidence, expression, skill and level of musicality through taking different</p>	<p>creative ways</p> <p>Is beginning to maintain an independent part in a small group when playing (ostinato, rhythm) is able to play more confidently and fluently, maintaining an appropriate pulse</p> <p><u>UKS2</u></p> <p>Is able to listen to and evaluate a range of music from different traditions, genres, styles and times, responding appropriately to the context</p> <p>Is able to share opinions about own and others' music and can give justification for these</p> <p>Demonstrates increasing confidence, expression, skill and level of musicality through taking different</p>	<p>feelings through simple musical demonstration</p> <p>Is able to talk about and offer simple justification for the responses, instrument choices and 'feel' of the music they compose offers comments about own and others' work and ways to improve</p> <p><u>UKS2</u></p> <p>which demonstrates an understanding of structure and can discuss the choices made</p> <p>Is able to use a variety of musical devices, timbres, textures, techniques etc when creating music</p>
--	--	---	--	--	--	---



	<p>roles in a performance.</p> <p>Is able to lead an independent part in a group when singing or playing (eg: rhythm, ostinato, drone, simple part singing, etc)</p> <p>Is able to experiment with voice, sounds, technology and instruments in creative ways and to explore new techniques</p> <p>Is able to, as appropriate, follow basic shapes of music and simple staff notation, through singing and playing short passages of music</p>	<p>Demonstrates increasing confidence, expression, skill and level of musicality through taking different roles in a performance.</p> <p>Is able to maintain a strong sense of pulse; recognises when going out of time</p> <p>Demonstrates increasing confidence, expression, skill and level of musicality through taking different roles in a performance.</p> <p>Is able to lead an independent part in a group when singing or playing (eg: rhythm, ostinato, drone, simple part singing, etc)</p>	<p>musical devices, timbres, textures, techniques etc when creating music</p>	<p>roles in a performance.</p> <p>Is able to lead an independent part in a group when singing or playing (eg: rhythm, ostinato, drone, simple part singing, etc)</p> <p>Is able to experiment with voice, sounds, technology and instruments in creative ways and to explore new techniques</p> <p>Is able to, as appropriate, follow basic shapes of music and simple staff notation, through singing and playing short passages of music</p>	<p>roles in a performance.</p> <p>Is able to maintain a strong sense of pulse; recognises when going out of time</p> <p>Demonstrates increasing confidence, expression, skill and level of musicality through taking different roles in a performance.</p> <p>Is able to lead an independent part in a group when singing or playing (eg: rhythm, ostinato, drone, simple part singing, etc)</p> <p>Is able to experiment with voice, sounds, technology and instruments in creative ways and to explore new techniques</p> <p>Is able to, as appropriate, follow basic shapes of music and simple staff notation, through singing</p>	
--	--	---	---	--	--	--



		<p>Is able to experiment with voice, sounds, technology and instruments in creative ways and to explore new techniques</p> <p>Is able to, as appropriate, follow basic shapes of music and simple staff notation, through singing and playing short passages of music</p>			and playing short passages of music	
	<p>LKS2</p> <p>Pose questions pose questions to expand their knowledge about the world</p> <p>Identify and clarify information and ideas identify main ideas and select and clarify information from a range of sources</p>	<p>LKS2</p> <p>Organise and process information collect, compare, and categorise facts and opinions found in a wide range of sources</p> <p>Imagine possibilities and connect ideas expand on known ideas to create new and imaginative combinations</p>	<p>LKS2</p> <p>Consider alternatives explore situations using creative thinking strategies to propose a range of alternatives</p> <p>Seek solutions and put ideas into action experiment with a range of options when seeking solutions and putting ideas into action</p> <p>UKS2</p>	<p>LKS2</p> <p>Think about thinking (metacognition) reflect on, explain and check the processes used to come to conclusions</p> <p>Reflect on processes identify pertinent information in an investigation and separate into smaller parts or ideas</p> <p>UKS2</p>	<p>LKS2</p> <p>Transfer knowledge into new contexts transfer and apply information in one setting to enrich another</p> <p>Apply logic and reasoning - identify and apply appropriate reasoning and thinking strategies for outcomes</p> <p>UKS2</p>	<p>LKS2</p> <p>Draw conclusions and design a course of action draw on prior knowledge and use evidence when choosing a course of action or drawing a conclusion</p> <p>Evaluate procedures and outcomes explain and justify ideas and outcomes</p>



	<p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p>	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p>	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p>
Knowledge	<p>See Indicative musical features doc</p> <p>Singing Sherlock 2: Shadow</p> <p>Singing Express 3: Mirror</p> <p>Trad. South Africa: Siyahamba</p> <p>Junior Voiceworks 1: Calypso</p> <p>Listening</p> <p>Hallelujah – Handel - Baroque</p>	<p>See Indicative musical features doc</p> <p>Listening</p> <p>Mars – Holst – 20th Century</p>	<p>See Indicative musical features doc</p> <p>Listening</p> <p>Rock n Roll – Hound Dog Elvis</p> <p>Presley</p>	<p>See Indicative musical features doc</p> <p>Trad. England: Ah! Poor bird/Hey, Ho! Nobody home/Rose</p> <p>Sing Up: Touch the Sky</p> <p>Sing Up: Dona Nobis Pacem</p> <p>Listening</p> <p>Pop – with a little help from my friends – The beatles</p>	<p>See Indicative musical features doc</p> <p>Listening</p> <p>Brazil – Samba -Fanfarra (Cabua-Le-Le) Sergio Mendes</p>	<p>See Indicative musical features doc</p> <p>Listening</p> <p>Indonesia – Gamelan – Baris – Gong Kebyar of Peliatan</p>
Skill Progression	<p><u>Singing</u></p> <p><u>LKS2</u></p> <p>Can 'listen for' elements of music such as beat or pitch and make comments</p>	<p><u>Playing</u></p> <p><u>LKS2</u></p> <p>Can 'listen for' elements of music such as beat or pitch and make</p>	<p><u>Composing/Improvising</u></p> <p><u>LKS2</u></p> <p>Can 'listen for' elements of music such as beat or pitch and make comments or</p>	<p><u>Singing</u></p> <p><u>LKS2</u></p> <p>Can 'listen for' elements of music such as beat or pitch and make comments or</p>	<p><u>Playing</u></p> <p><u>LKS2</u></p> <p>Can 'listen for' elements of music such as beat or pitch and make comments</p>	<p><u>Composing/Improvising</u></p> <p><u>LKS2</u></p> <p>Can 'listen for' elements of music such as beat or pitch and make</p>



<p>or responds appropriately with occasional support</p> <p>Is able to sing with clear diction, more accurate tuning, control of breathing and an appropriate tone.</p> <p>Is beginning to maintain an independent part in a small group when singing (simple part singing)</p> <p><u>UKS2</u></p> <p>Is able to listen to and evaluate a range of music from different traditions, genres, styles and times, responding appropriately to the context</p> <p>Is able to share opinions about own and others' music and can give justification for these</p> <p>Demonstrates increasing confidence, expression, skill and level of musicality</p>	<p>comments or responds appropriately with occasional support</p> <p>Is able to demonstrate musical quality – eg: clear starts, ends of pieces / phrases, technical accuracy etc..</p> <p>Is able to use sounds, technology and instruments in creative ways</p> <p>Is beginning to maintain an independent part in a small group when playing (ostinato, rhythm) is able to play more confidently and fluently, maintaining an appropriate pulse</p> <p>Is able to suggest and follow simple performance directions and is starting to lead</p>	<p>responds appropriately with occasional support</p> <p>Is able to create simple rhythmic patterns melodies and accompaniments with only a little support</p> <p>Is able to communicate ideas, thoughts and feelings through simple musical demonstration</p> <p>Is able to talk about and offer simple justification for the responses, instrument choices and 'feel' of the music they compose offers comments about own and others' work and ways to improve</p> <p><u>UKS2</u></p> <p>Is able to listen to and evaluate a range of music from different traditions, genres, styles and times, responding appropriately to the context</p>	<p>responds appropriately with occasional support</p> <p>Is able to sing with clear diction, more accurate tuning, control of breathing and an appropriate tone.</p> <p>Is beginning to maintain an independent part in a small group when singing (simple part singing)</p> <p><u>UKS2</u></p> <p>Is able to listen to and evaluate a range of music from different traditions, genres, styles and times, responding appropriately to the context</p> <p>Is able to share opinions about own and others' music and can give justification for these</p> <p>Demonstrates increasing confidence, expression,</p>	<p>or responds appropriately with occasional support</p> <p>Is able to demonstrate musical quality – eg: clear starts, ends of pieces / phrases, technical accuracy etc..</p> <p>Is able to use sounds, technology and instruments in creative ways</p> <p>Is beginning to maintain an independent part in a small group when playing (ostinato, rhythm) is able to play more confidently and fluently, maintaining an appropriate pulse</p> <p><u>UKS2</u></p> <p>Is able to listen to and evaluate a range of music from different traditions, genres, styles and times,</p>	<p>comments or responds appropriately with occasional support</p> <p>Is able to create simple rhythmic patterns melodies and accompaniments with only a little support</p> <p>Is able to communicate ideas, thoughts and feelings through simple musical demonstration</p> <p>Is able to talk about and offer simple justification for the responses, instrument choices and 'feel' of the music they compose offers comments about own and others' work and ways to improve</p> <p><u>UKS2</u></p> <p>which demonstrates an understanding of</p>
---	--	---	--	---	--

Princetown Primary School
Knowledge and Skills Organiser



<p>through taking different roles in a performance.</p> <p>Is able to maintain a strong sense of pulse; recognises when going out of time</p> <p>Demonstrates increasing confidence, expression, skill and level of musicality through taking different roles in a performance.</p> <p>Is able to lead an independent part in a group when singing or playing (eg: rhythm, ostinato, drone, simple part singing, etc)</p> <p>Is able to experiment with voice, sounds, technology and instruments in creative ways and to explore new techniques</p> <p>Is able to, as appropriate, follow basic shapes of music and simple staff</p>	<p>UKS2</p> <p>Is able to listen to and evaluate a range of music from different traditions, genres, styles and times, responding appropriately to the context</p> <p>Is able to share opinions about own and others' music and can give justification for these</p> <p>Demonstrates increasing confidence, expression, skill and level of musicality through taking different roles in a performance.</p> <p>Is able to maintain a strong sense of pulse; recognises when going out of time</p> <p>Demonstrates increasing</p>	<p>Is able to share opinions about own and others' music and can give justification for these</p> <p>Is able to create music which demonstrates an understanding of structure and can discuss the choices made</p> <p>Is able to use a variety of musical devices, timbres, textures, techniques etc when creating music</p>	<p>skill and level of musicality through taking different roles in a performance.</p> <p>Is able to maintain a strong sense of pulse; recognises when going out of time</p> <p>Demonstrates increasing confidence, expression, skill and level of musicality through taking different roles in a performance.</p> <p>Is able to lead an independent part in a group when singing or playing (eg: rhythm, ostinato, drone, simple part singing, etc)</p> <p>Is able to experiment with voice, sounds, technology and instruments in creative ways and to explore new techniques</p> <p>Is able to, as appropriate, follow basic shapes of music and simple staff</p>	<p>responding appropriately to the context</p> <p>Is able to share opinions about own and others' music and can give justification for these</p> <p>Demonstrates increasing confidence, expression, skill and level of musicality through taking different roles in a performance.</p> <p>Is able to maintain a strong sense of pulse; recognises when going out of time</p> <p>Demonstrates increasing confidence, expression, skill and level of musicality through taking different roles in a performance.</p> <p>Is able to lead an independent part in a group when singing or playing (eg: rhythm, ostinato, drone, simple</p>	<p>structure and can discuss the choices made</p> <p>Is able to use a variety of musical devices, timbres, textures, techniques etc when creating music</p>
---	--	--	---	---	---

Princetown Primary School
Knowledge and Skills Organiser



	<p>notation, through singing and playing short passages of music</p>	<p>confidence, expression, skill and level of musicality through taking different roles in a performance.</p> <p>Is able to lead an independent part in a group when singing or playing (eg: rhythm, ostinato, drone, simple part singing, etc)</p> <p>Is able to experiment with voice, sounds, technology and instruments in creative ways and to explore new techniques</p> <p>Is able to, as appropriate, follow basic shapes of music and simple staff notation, through singing and playing short passages of music</p>		<p>notation, through singing and playing short passages of music</p>	<p>part singing, etc)</p> <p>Is able to experiment with voice, sounds, technology and instruments in creative ways and to explore new techniques</p> <p>Is able to, as appropriate, follow basic shapes of music and simple staff notation, through singing and playing short passages of music</p>	
	LKS2	LKS2	LKS2	LKS2	LKS2	LKS2



<p>Pose questions pose questions to expand their knowledge about the world</p> <p>Identify and clarify information and ideas identify main ideas and select and clarify information from a range of sources</p> <p>UKS2</p>	<p>Organise and process information collect, compare, and categorise facts and opinions found in a wide range of sources</p> <p>Imagine possibilities and connect ideas expand on known ideas to create new and imaginative combinations</p> <p>UKS2</p>	<p>Consider alternatives explore situations using creative thinking strategies to propose a range of alternatives</p> <p>Seek solutions and put ideas into action experiment with a range of options when seeking solutions and putting ideas into action</p> <p>UKS2</p>	<p>Think about thinking (metacognition) reflect on, explain and check the processes used to come to conclusions</p> <p>Reflect on processes identify pertinent information in an investigation and separate into smaller parts or ideas</p> <p>UKS2</p>	<p>Transfer knowledge into new contexts transfer and apply information in one setting to enrich another</p> <p>Apply logic and reasoning - identify and apply appropriate reasoning and thinking strategies for outcomes</p> <p>UKS2</p>	<p>Draw conclusions and design a course of action draw on prior knowledge and use evidence when choosing a course of action or drawing a conclusion</p> <p>Evaluate procedures and outcomes explain and justify ideas and outcomes</p> <p>UKS2</p>
<p>Pose questions pose questions to clarify and interpret information and probe further to discover causes and consequences</p> <p>Identify and clarify information and ideas identify and clarify relevant information and prioritise ideas</p>	<p>Organise and process information analyse, condense, and combine relevant information from multiple sources</p> <p>Imagine possibilities and connect ideas combine ideas in a variety of ways and from a range of sources to create new possibilities</p>	<p>Consider alternatives identify situations where current approaches do not work, challenge existing ideas, and generate alternative solutions</p> <p>Seek solutions and put ideas into action assess and test options to identify the most effective solution and put ideas into action</p>	<p>Think about thinking (metacognition) reflect on assumptions made, consider reasonable criticism, and adjust their thinking if necessary</p> <p>Reflect on processes identify and justify the thinking behind choices they have made</p>	<p>Transfer knowledge into new contexts apply knowledge gained from one context to another unrelated context and identify new meaning</p> <p>Apply logic and reasoning - assess whether there is adequate reasoning and evidence to justify a claim, conclusion, or outcome</p>	<p>Draw conclusions and design a course of action scrutinise ideas or concepts, test conclusions and modify actions when designing a course of action</p> <p>Evaluate procedures and outcomes evaluate the effectiveness of ideas, products, performances, methods, and courses of action against given criteria</p>

Princetown Primary School
Knowledge and Skills Organiser

