Music Essential Knowledge

Rationale for assessment

There are relatively few assessment statements as these knowledge statements should be what pupils remember for ever.
In other words, this knowledge should be retained in long term memory.
There is a difference between knowledge which should be retained close to the point of teaching and knowledge which will be retained for ever.
These statements **should not** therefore be assessed directly after the point of teaching, but at a spaced interval to check if it has been embedded in long-term knowledge.

Year 1	Year 2
Can sing short songs from memory keeping in time.	Know and apply correct music vocabulary when describing learning.
Know and recognise a range of different sounds (long and short, loud and quiet, high and low)	Show some awareness of the musical alphabet and the relationship between pitches.
Understand that different types of sounds are called timbres.	Identify a wide range of instruments aurally and by sight.
Can describe the character, mood or 'story' of the music they listen to.	Know how to create a dance that fits with the pulse of the music.
Know how to express a basic opinion about music they have listened to.	Know how to create melodies using the pentatonic scale of 5 notes or longer.
Can create a series of sounds and respond to different moods in music.	Play simple melodic rhythmic patterns using a glockenspiel.
Can play a steady pulse on the classroom instruments or body percussion.	Sing a range of Sol-Fa songs using correct hand gestures whilst singing.

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Year 3	Year 4
Know and identify music by key composers from the Baroque era to the present day, including Beethoven, Mozart and Elgar.	Understand the terms crescendo and diminuendo.
Recognise different orchestral families and many of the instruments within.	Can identify the contrasting sections of a song, such as verse and chorus, bridge and middle 8.
Understand the use of harmonies within music.	Can identify the relationship between music and lyrics.
Is able to identify strong and weak beats within a bar.	Understand and recognise a range of musical genres, styles and traditions of the music studied.
Compose and perform a simple melody using five pitches on the descant recorder.	Can compose a structured piece od ukulele music using a variety of chords.
Sing songs in a variety of styles with accuracy and in tune.	Can sing in time with peers, showing accuracy and an awareness of their own part.
Know how to read notes on a treble clef scale.	Know how to perform from chord symbols, letter notation and staff notation.

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Year 5	Year 6
Can use electronic musical sound and effects in their pieces.	Knows how to discuss musical eras with a growing understanding of historic context.
Can vocalise sounds to maintain their own part during a group beat-box performance.	Understands how lyrics reflect the cultural context and have social meaning.
Distinguish between layers of sound and understand their combined effect.	Confidently identify metre in music and determine time signatures aurally.
Know how to capture and combine layers of sound using IT equipment and programmes.	Understand the concept of bar and can use this to create a 12-bar blues song.
Can combine a range of patterns into a multi-layered composition.	Can record own songs using appropriate forms of notation and technology.
Can create a verse and chorus for a rap song.	Can perform a solo or take a leadership role in a group.
Demonstrate clear diction and use musical expression when singing.	Knows how to play confidently on a range of classroom instruments, displaying a good understanding of technique.
	Can demonstrate increasingly good breath and voice production.