

# Fundamental Knowledge Map: Music



**EDALE RISE**  
Primary & Nursery School

# Fundamental Knowledge Map: Music

This document captures the fundamental knowledge, both substantive and disciplinary, taught in music at Edale Rise. The units taught at Edale Rise explore more material than this document demonstrates; however, this document states the most fundamental knowledge a child will be able to demonstrate if they are secure in the unit taught.

The purpose of this document is to ensure that:

- A. Teachers know exactly what children should be know or be able to do by the end of the unit
- B. Teachers know what knowledge should be prioritised for retrieval within and between units and years
- C. Teachers know what prior-knowledge should be assessed for before proceeding with subsequent units
- D. Leaders know exactly what knowledge children should be able to articulate during monitoring exercises

For more information regarding the content covered in each unit, please see the [long-term plan](#) available on the school website or request a meeting with a member of the curriculum team.

# F2: Being imaginative and expressive

Celebration Music	Music and Movement	Big Band
<ul style="list-style-type: none"> <li>• To learn about music from another culture</li> <li>• To say what they like and dislike about different pieces of music</li> <li>• To respond to music with movement</li> <li>• To explore using untuned instruments to play along to the music they hear.</li> <li>• To take part in a traditional call and response song</li> </ul> <p><i>Outcomes:</i></p> <ul style="list-style-type: none"> <li>• <i>Sing in a group or on their own, increasingly matching the pitch and following the melody.</i></li> </ul> <p><i>Linked learning to Understanding of the World:</i></p> <ul style="list-style-type: none"> <li>• Recognise that people have different beliefs and celebrate special times in different ways</li> </ul>	<ul style="list-style-type: none"> <li>• To explore beat through body movement</li> <li>• To express feelings and emotions through movement to music</li> <li>• To begin to use words such as fast, medium and slow to describe the tempo of music.</li> <li>• To explore pitch and tempo through scarf dancing and body movement</li> <li>• To use words such as high and low to describe the pitch of music and sounds.</li> </ul> <p><i>Outcomes:</i></p> <ul style="list-style-type: none"> <li>• <i>To perform an action song to a small audience</i></li> </ul>	<ul style="list-style-type: none"> <li>• To listen to orchestra music and begin to name some familiar instruments</li> <li>• To use an untuned instrument to play along to a beat</li> <li>• To experiment playing with tuned and untuned instruments</li> </ul> <p><i>Outcomes:</i></p> <ul style="list-style-type: none"> <li>• <i>To perform using tuned or untuned instruments to a small audience</i></li> </ul>

# Music: Y1

Keeping the Pulse (My Favourite Things)	Sound Patterns (Fairy Tales)	Pitch (Superheroes)	Musical symbols (Under the sea)
<p>Pupils who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>• Clap the rhythm of their name in time to the pulse.</li> <li>• Sway or tap in time to the pulse.</li> <li>• Sing a rhythm in time with the pulse.</li> <li>• Copy rhythms based on word patterns using an instrument.</li> <li>• Keep the pulse while playing a rhythm on an instrument.</li> <li>• know that notation is read from left to right.</li> </ul> <p><i>Outcome: demonstrate an understanding of pulse through performance.</i></p>	<p>Pupils who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>• Chant in time with others.</li> <li>• Make changes to the dynamics (volume) of their voice to represent a character.</li> <li>• Respond to hand signals when playing an instrument.</li> <li>• Choose a suitable sound to represent a point in the story.</li> <li>• Clap or play a rhythmic pattern along with spoken words.</li> <li>• Play given sound patterns in time with the pulse.</li> <li>• Join in with repeated phrases using a character voice.</li> </ul> <p><i>Outcome: to show awareness of different roles when performing in a group performance.</i></p>	<p>Pupils who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>• Identify high and low notes.</li> <li>• Perform high and low notes.</li> <li>• Create and perform a two-note and three-note pattern.</li> <li>• Identify and perform changes in tempo.</li> <li>• Contribute musical ideas and cooperate within a group.</li> <li>• Prepare and perform a musical piece.</li> <li>• Offer feedback to groups on their performance.</li> </ul> <p><i>Outcome: to perform a piece of superhero music showing a change in pitch and tempo.</i></p>	<p>Pupils who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>• Create sounds to reflect a character</li> <li>• Move at a speed that reflects the tempo of the audio.</li> <li>• Respond to dynamic changes</li> <li>• Sing and play high and low sounds.</li> <li>• Read symbols representing high and low sounds correctly.</li> </ul> <p><i>Outcome: to perform as part of a group to demonstrate pitch, rhythm and dynamics</i></p>

# Music: Y2

Call and Response (Animals)	Instruments (Musical Storytelling)	Structure (Myths and Legends)	Pitch (Musical Me)
<p>Pupils who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>• Use dynamics when creating sound.</li> <li>• Play in time with a group.</li> <li>• Experiment with different sounds on the same instrument.</li> <li>• Clap the animal sound patterns mostly accurately.</li> <li>• Clap the sound patterns in time with the pulse of the backing track.</li> <li>• Demonstrate both a call and response.</li> <li>• Copy a sound pattern using an instrument.</li> <li>• Playing either a call and/or response role in time with another pupil.</li> </ul> <p><i>Outcome: To perform different sound patterns with contrasting dynamics.</i></p>	<p>Pupils who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>• Describe sections of music as fast or slow.</li> <li>• Describe dynamic changes as soft or loud.</li> <li>• Give specific examples of how the music corresponds to actions in the story.</li> <li>• Justify tempo and dynamic choices made to represent a character, event or feeling.</li> <li>• Work as part of a group to rehearse a performance.</li> </ul> <p><i>Outcome: perform their part in a composition showing changes in tempo and dynamics.</i></p>	<p>Pupils who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>• Recognise, play and write rhythms with one beats and paired half beats.</li> <li>• Show a rest beat using a silent movement.</li> <li>• Read and follow a structure from left to right.</li> <li>• Add rhythms to a structure to create a beginning, middle and end.</li> <li>• Work well as part of a group, listening to others and respecting their ideas.</li> <li>• Maintain a steady beat.</li> <li>• Use a thinking voice to play rhythms on an instrument.</li> </ul> <p><i>Outcome: to perform a group composition.</i></p>	<p>Pupils who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>• Sing high and low notes including the notes in between.</li> <li>• Play a pattern of high and low notes on an instrument.</li> <li>• Read notation from left to right.</li> <li>• Draw high and low sounds using dots at the top and bottom of a page, respectively.</li> <li>• Recognise when notes stay the same.</li> <li>• Recognise missing notes on a staff.</li> </ul> <p><i>Outcome: to complete the notation for a short song using a three-line staff.</i></p>

# Music: Y3

Ballads	Developing Singing Technique (Vikings)	Pentatonic Melodies (Chinese New Year)	Traditional Instruments and Improvisation (India)
<p>Pupils who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>Identify the key features of a ballad.</li> <li>Sing in time and in tune with a ballad and incorporate actions.</li> <li>Retell a summary of an animation's story.</li> <li>Write a verse with rhyming words which tell part of a story.</li> </ul> <p><i>Outcome: Perform the lyrics of their ballad fluently and with actions.</i></p>	<p>Pupils who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>Move and sing as a team, following the lyrics on the screen.</li> <li>Begin to recognise minims as two beats, crotchet as one and quavers as half a beat, usually in a pair</li> <li>Perform rhythms accurately from notation and layer them to create a composition.</li> <li>Add appropriate sound effects to their performances using untuned percussion.</li> <li>Make suggestions for improving their performance.</li> </ul> <p><i>Outcome: Perform confidently, and reasonably in time and tune.</i></p>	<p>Pupils who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>Explain that the word 'crescendo' means a sound getting gradually louder.</li> <li>Explain that some traditional music around the world is based on five notes called a 'pentatonic' scale (C D E G A).</li> <li>Accurately notate and play a pentatonic melody.</li> </ul> <p><i>Outcome: Work as a group to perform a piece of music.</i></p>	<p>Pupils who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>Explain that many types of music from around the world consist of more than one layer of sound</li> <li>Verbalise feelings about music and identify likes and dislikes</li> <li>Begin to read some musical notation and play the correct notes</li> <li>Improvise along to a model piece</li> <li>Begin to sing accurately from musical notation and lyrics.</li> <li>Sing and play in time with others with some degree of accuracy and awareness of each other's parts.</li> </ul> <p><i>Outcome: Perform a piece of music using musical notation.</i></p>

# Music: Y4

In Year 4, music is taught weekly by professionals from the Nottingham Music Hub. Children work towards a performance at the Royal Albert Hall

1A Introduction to Strings	1B Developing Control & Notation	2A Expanding Pitch & Notation
<p>Pupils who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>Name and handle string instruments safely, demonstrating correct posture and routines</li> <li>Play pizzicato on A, D and G strings with a clear, controlled sound</li> <li>Hold and begin to control a bow (arco) on the correct strings</li> <li>Distinguish between beat and rhythm and maintain a steady pulse</li> <li>Sing with appropriate posture and breathing alongside playing</li> <li>Identify tempo changes (fast/slow)</li> <li>Respond musically using call and response</li> <li>Recognise features of swing music and identify key instruments</li> </ul>	<p>Pupils who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>Control bowing across strings using up and down bows</li> <li>Use first finger (E) accurately in performance</li> <li>Play simple musical pieces with awareness of structure (intro, verse, ending)</li> <li>Maintain accurate rhythm and pitch when playing across multiple strings</li> <li>Read and follow simple rhythm grids and letter notation</li> <li>Begin to read and perform from rhythmic notation</li> <li>Recognise stylistic features of different genres (e.g. rock, classical)</li> </ul>	<p>Pupils who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>Play using an extended note range including F#</li> <li>Read and perform using rhythmic notation (e.g. walk, run patterns)</li> <li>Recognise and follow simple pitch notation on a staff</li> <li>Play and sing contrasting parts within a piece (e.g. bassline and melody)</li> <li>Identify intervals and changes in pitch through listening and playing</li> <li>Understand basic musical concepts such as melody and structure</li> <li>Recognise characteristics of different musical genres and fusion styles</li> </ul>
2B Composition & Ensemble Performance	3A Creative Composition & Expressive Playing	3B Performance, Ensemble & Improvisation
<p>Pupils who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>Compose, notate and perform a simple 4-beat rhythm</li> <li>Develop rhythms into simple melodic ideas</li> <li>Play with increased fluency, including faster note changes (e.g. D–F)</li> <li>Perform with articulation (e.g. staccato) and appropriate technique</li> <li>Play as part of an ensemble, following a conductor or cues</li> <li>Maintain their part within a group performance</li> <li>Understand tempo, groove and structure in ensemble contexts</li> </ul>	<p>Pupils who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>Compose and develop a group piece with clear structure (repetition and contrast)</li> <li>Record and refine musical ideas using notation, symbols or technology</li> <li>Use expressive elements (dynamics, articulation, tempo) in performance</li> <li>Apply alternative playing techniques (e.g. pizzicato variations, tremolo)</li> <li>Play using an extended pitch range including F natural</li> <li>Distinguish between major and minor tonalities</li> <li>Rehearse and perform a composed piece with increasing control</li> </ul>	<p>Pupils who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>Play using an extended range including G (3rd/4th finger) and D major scale</li> <li>Read and perform from more complex notation (including two-line staves)</li> <li>Play both melody and accompaniment parts within an ensemble</li> <li>Maintain accurate tuning, rhythm and timing in group performance</li> <li>Improvise using a pentatonic scale</li> <li>Demonstrate understanding of key musical concepts (scale, key, harmony)</li> <li>Perform confidently with expression and stage awareness</li> </ul>

# Music: Y5

Composition Notation (Theme: Ancient Egypt)	Blues	South and West Africa	Composition to Represent the Festival of colour (Theme: Holi festival)
<p>Pupils who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>• Explain that a slow tempo and a low pitch can be used to make music sound sad.</li> <li>• Sing in time and in tune with other people and the backing track.</li> <li>• Improvise their own piece of music.</li> </ul> <p><i>Outcome: Compose and play a melody using stave notation with confidence and in time with others.</i></p>	<p>Pupils who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>• Explain that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry.</li> <li>• Sing in tune, using vocal expression to convey meaning.</li> <li>• Explain what a chord is.</li> </ul> <p><i>Outcome: Play a selection of blues scale notes out of order in their own improvisation.</i></p>	<p>Pupils who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>• Explain that that major chords create a bright, happy sound.</li> <li>• Sing using the correct pronunciation and with increasing confidence.</li> <li>• Play a chord with two notes, remaining in time.</li> <li>• Maintain their part in a performance with accuracy.</li> <li>• Play the more complicated rhythms in time and with rests.</li> </ul> <p><i>Outcome: Create an eight-beat break to play within a performance.</i></p>	<p>Pupils who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>• Understand that varying effects can be created using only you voice, for example by changing the pitch, dynamic or tempo of the sounds made.</li> <li>• Suggest a colour to match a piece of music.</li> <li>• Create a graphic score and describe how this matches the general structure of a piece of music.</li> </ul> <p><i>Outcome: Create a composition including vocals in response to a colour and perform them as a group.</i></p>

# Music: Y6

Dynamics, Pitch and Tempo (Theme: Fingal's Cave)	Theme and Variations (Theme: Pop art)	Baroque	Composing and Performing a Leavers' Song
<p>Pupils who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>Recognise that the conductor beats time to help the performers work well together.</li> <li>Change dynamics, pitch and texture, differentiating between the two in an improvised piece.</li> <li>Create a graphic score to represent sounds.</li> </ul> <p><i>Outcome: Assume the role of and take turns following the conductor to show changes in pitch, dynamics and texture.</i></p>	<p>Pupils who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>Explain that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly.</li> <li>Performing rhythms confidently either on their own or in a group.</li> <li>Identify the sounds of different instruments and discuss what they sound like.</li> <li>Sing with control and confidence.</li> <li>Copy rhythms accurately with a good sense of pulse.</li> </ul> <p><i>Outcome: Use complex rhythms to be able to perform a theme.</i></p>	<p>Pupils who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>Explain that music in which very similar parts are introduced one by one to overlap is called a canon.</li> <li>Play several parts of a canon using staff notation</li> <li>Name some well-known Baroque composers and describe what musical features they were known for.</li> </ul> <p><i>Outcome: Learn and perform a fugue part.</i></p>	<p>Pupils who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>Know that a chord progression is a sequence of chords that repeats throughout a song.</li> <li>Contribute ideas to their group verse, suggesting how lines could rhyme.</li> <li>Create and record a melody using tuned percussion instruments.</li> <li>Record melodies using letter notation.</li> </ul> <p><i>Outcome: Perform the leavers' song with confidence.</i></p>