

## Music

Subject knowledge audit

Subject leader toolkit

# How to use this audit

This subject knowledge audit has been designed to help Music subject leaders identify gaps in teacher subject knowledge so that they can support teachers effectively.

Teachers (or whoever will be teaching the Kapow primary Music lessons) should be encouraged to look at the statements for all teaching phases and consider whether they feel confident, somewhat confident, or would like more support in this area. The statements relate directly to the Kapow Primary Music curriculum.

If teachers are lacking in confidence there are a few things you can do to support them: you can ensure they have some time to look at the suggested Kapow Primary teacher videos independently; you could pair them with a teacher who is confident in that area to support them; or, if there is a common area of need, you could set up further training opportunities in school during staff meetings or INSET.

Please note that the teacher videos referenced in this document were originally designed to support individual lessons, rather than for this purpose, but as long as you are aware of this they can be an excellent resource to support ongoing CPD and also to develop teachers' understanding of the sequencing of the curriculum.

You can access useful [blog posts](#) and [webinars](#) to support you in your Music subject leader role on our website, including [Ace your music leader subject role with Liz Stafford](#).

Question	I feel confident	I am somewhat confident	I would benefit from support	Support available
I can teach a whole-class instrumental lesson.				Webinar: <a href="#">How to teach a whole-class instrumental lesson with Dr Liz Stafford</a> ; Blog post: <a href="#">How to teach primary Music, even if you're not musical</a>
I can teach singing.				Blog post: <a href="#">How to teach singing to primary school children</a>
I can support pupils in developing their composing skills.				Webinar: <a href="#">Music TeachMeet - Tips for developing composing</a>
I can assess pupils' progress in primary Music.				Webinar: <a href="#">How to assess primary Music with Liz Stafford</a>

## Subject knowledge audit: EYFS

Question	I feel confident	I am somewhat confident	I would benefit from support	Support available
<b>Performing</b>				
I can teach children to sing a range of well-known nursery rhymes and songs.				Teacher skills video: <a href="#">Singing (KS1)</a> ; Teacher video: <a href="#">Once a man fell in a well</a> (Y2)
I can lead children in performing actions as they listen to music or sing.				Teacher video: <a href="#">Sing like a Viking</a> (Y3).
I can teach prompts that enable children to start and stop playing at the right time.				Teacher skills video: <a href="#">Starting with instruments</a>
I can plan and arrange performances to a small audience.				
<b>Listening</b>				
I can encourage children to express their individual responses to music by moving, singing, asking questions or discussing ideas.				Teacher video: <a href="#">Dive into danger!</a> (Y1); Teacher video: <a href="#">Telling stories through music</a> (Y3)
I can teach children to consider the tempo, dynamics and pitch of music.				Teacher skills video: <a href="#">Dynamics</a> ; Teacher skills video: <a href="#">Pitch</a> ; Teacher skills video: <a href="#">Tempo</a> ; Teacher video: <a href="#">Musical vocabulary</a>
I can lead children in following a beat using body percussion or instruments.				Teacher video: <a href="#">Vocal and body sounds</a> (Y1)
<b>Composing</b>				
I can teach how to experiment with sounds, for example by selecting classroom objects to 'play' in time to music or by using body percussion.				Teacher skills video: <a href="#">Composing and improvising (KS1)</a> ; Teacher video: <a href="#">The story of the lion</a> (Y1); Teacher video: <a href="#">Space soundtrack</a> (Y2)
I can support children in exploring how sounds can be changed, for example by using instruments differently.				Teacher skills video: <a href="#">Composing and improvising (KS1)</a>

## Subject knowledge audit: Key stage 1

Question	I feel confident	I am somewhat confident	I would benefit from support	Support available
<b>Performing</b>				
I can teach children how to use their voices expressively and creatively.				Teacher skills video: <a href="#">Singing (KS1)</a> ; Teacher video: <a href="#">Singing (Y1)</a> ; Teacher video: <a href="#">Working with dynamics and timbre (Y2)</a> ; Teacher video: <a href="#">Sing like a Viking (Y3)</a>
I can teach a range of songs to sing and chants and rhymes.				Teacher video: <a href="#">The safari call (Y2)</a> ; Teacher video: <a href="#">Once a man fell in a well (Y2)</a>
I can teach how to play tuned instruments musically, for example by the children copying short melodic phrases.				Teacher skills video: <a href="#">Starting with instruments</a> ; Teacher skills video: <a href="#">Percussion instruments</a> ; Teacher video: <a href="#">Percussive animals (Y1)</a> ; Teacher video: <a href="#">The safari event (Y2)</a> ; Teacher video: <a href="#">Melody (Y2)</a>
I can teach how to play untuned instruments musically.				Teacher skills video: <a href="#">Starting with instruments</a> ; Teacher skills video: <a href="#">Percussion instruments</a> ; Teacher video: <a href="#">Percussive animals (Y1)</a> ; Teacher video: <a href="#">Rainforest body percussion (Y4)</a>
<b>Listening</b>				
I can advise children on what to listen out for in a piece of music.				Teacher video: <a href="#">The safari event (Y2)</a> ; Teacher video: <a href="#">Rhythmic safari (Y2)</a> ; Teacher video: <a href="#">Planet motif (Y2)</a> ; Teacher video: <a href="#">Structured graphic score (Y2)</a> ; Teacher video: <a href="#">Telling stories through music (Y3)</a>
I can support children to appreciate and understand a range of different music.				Teacher video: <a href="#">Musical vocabulary</a> ; See our <a href="#">Music: List of songs, artists and composers</a>
<b>Composing</b>				
I can teach how to experiment with sounds while considering the inter-related dimensions of music				Teacher skills video: <a href="#">Composing and improvising (KS1)</a> ; Teacher video: <a href="#">Red Riding Hood</a>
I can support children in creating, selecting and combining sounds				Teacher skills video: <a href="#">Composing and improvising (KS1)</a> ; Teacher video: <a href="#">The story of the lion (Y1)</a> ; Teacher video: <a href="#">Space soundtrack (Y2)</a> ; Teacher video: <a href="#">Journey to space (Y2)</a> ; Teacher video: <a href="#">Compose with structure (Y2)</a>
I can teach children how to represent their compositions by drawing or writing				Teacher skills video: <a href="#">Notation (KS1)</a> ; Teacher video: <a href="#">Comparing planets (Y2)</a> ; Teacher video: <a href="#">Seaside soundscape (Y2)</a> ; Teacher video: <a href="#">Compose with structure (Y2)</a>

## Subject knowledge audit: Key stage 1

Question	I feel confident	I am somewhat confident	I would benefit from support	Support available
<b>Inter-related dimensions of music</b>				
I understand what is meant by 'pitch.'				Teacher skills video: <a href="#">Pitch</a> ; Pitch: <a href="#">High fliers</a> (Y1), Teacher video: <a href="#">Blues scale</a> (Y5); Teacher video: <a href="#">Pitch principles</a> (Y6)
I know the difference between tuned and untuned instruments.				Teacher skills video: <a href="#">Percussion instruments</a>
I understand what is meant by 'rhythm' and 'pulse.'				Teacher skills video: <a href="#">Pulse and rhythm</a> , Teacher video: <a href="#">Dive into danger!</a> (Y1); Teacher video: <a href="#">Pitch and rhythm</a> (Y1); Teacher video: <a href="#">rhythms</a> (Y1); Teacher video: <a href="#">Keeping the pulse</a> (Y1); Teacher video: <a href="#">Samba rhythms</a> (Y4)
I understand what is meant by 'dynamics.'				Teacher skills video: <a href="#">Dynamics</a> ; Teacher video: <a href="#">Underwater world</a> (Y1); Teacher video: <a href="#">Dynamics, pitch and texture</a> (Y6)
I understand what is meant by 'tempo' and the effect that altering it can have on the mood of a musical piece.				Teacher skills video: <a href="#">Tempo</a> , Teacher video: <a href="#">Faster than a speeding bullet</a> (Y1); Teacher video: <a href="#">Dynamics, pitch and texture</a> (Y6)
I understand what is meant by timbre.				Teacher video: <a href="#">Character voices</a> (Y1); Teacher video: <a href="#">Rainforest body percussion</a> (Y4)
I understand what is meant by 'texture.'				Teacher video: <a href="#">Coral reef</a> (Y1); Teacher video: <a href="#">Layered graphic score</a> (Y2); Teacher video: <a href="#">Dynamics, pitch and texture</a> (Y6)
I understand what is meant by 'structure' in music.				Teacher skills video: <a href="#">Structure in music</a> ; Teacher video: <a href="#">Coral reef</a> (Y1); Teacher video: <a href="#">Structured graphic score</a> (Y2); Teacher video: <a href="#">Compose with structure</a> (Y2)
I can use a graphic score to show a picture of music.				Teacher skills video: <a href="#">Notation (KS1)</a> ; Teacher video: <a href="#">Seaside soundscape</a> (Y2); Teacher video: <a href="#">Comparing planets</a> (Y2); Teacher video: <a href="#">Structured graphic score</a> (Y2); Teacher video: <a href="#">Picturing music</a> (Y5)

## Subject knowledge audit: Key stage 2

Question	I feel confident	I am somewhat confident	I would benefit from support	Support available
<b>Performing</b>				
I can support children to play and perform in solo and ensemble contexts.				Teacher video: <a href="#">Walking bass line</a> (Y4); Teacher video: <a href="#">Haiku melodies</a> (Y4); Teacher video: <a href="#">Samba rhythms</a> (2:40 onwards Y4); Teacher video: <a href="#">Play like an Egyptian</a> (2:56 onwards Y5); Teacher video: <a href="#">The 'Shosholoza' show</a> (Y5); Teacher video: <a href="#">Conducting</a> (Y6)
I can teach children to use their voices with accuracy, fluency, control and expression.				Teacher skills video: <a href="#">Singing LKS2</a> , Teacher video: <a href="#">Performing</a> (Y1) Teacher video: <a href="#">Sing like a Viking</a> (Y3), Teacher video: <a href="#">The repeating river</a> (Y4), Teacher video: <a href="#">The performing river</a> (Y4); Teacher video: <a href="#">Here come the Romans</a> (Y4) ; Teacher video: <a href="#">Principles of pitch</a> (Y6)
I can teach children to play musical instruments with accuracy, fluency, control and expression.				Teacher skills video: <a href="#">Percussion instruments</a> ; Teacher video: <a href="#">Dixieland</a> (Y3); Teacher video: <a href="#">Rainforest Body percussion</a> (Y3); Teacher video: <a href="#">Playing a chord</a> (Y5); Teacher video: <a href="#">Playing 'Shosholoza'</a> (Y5)
<b>Listening</b>				
I can teach how to listen with attention to detail.				Teacher video: <a href="#">Telling stories through music</a> (Y3); Teacher video: <a href="#">Picturing music</a> (Y5)
I can support children to recall sounds with increasing aural memory.				
I have access to high-quality recorded music drawn from different traditions, from great composers and musicians.				See our <a href="#">Music: List of songs, artists and composers</a>
I can support children to use accurate musical vocabulary when talking about music.				Teacher video: <a href="#">Musical vocabulary</a>

## Subject knowledge audit: Key stage 2

Question	I feel confident	I am somewhat confident	I would benefit from support	Support available
<b>Composing</b>				
I can help children to improvise and compose music for a range of purposes using the inter-related dimensions of music.				Teacher skills video: <a href="#">Composing and improvising skills LKS2</a> ; <a href="#">Composing and improvising skills UKS2</a> ; Teacher video: <a href="#">Musical mountain</a> (Y3); Teacher video: <a href="#">Writing lyrics</a> (Y3); Teacher video: <a href="#">Playing a rag</a> (Y3); Teacher video: The <a href="#">Rhythm of the forest floor</a> (Y4); Teacher video: <a href="#">Haiku melodies</a> (Y4), Teacher video: <a href="#">Remix</a> (Y6);
I can teach how to use and understand staff and other musical notations.				Teacher skills videos: <a href="#">Staff notation</a> (6 videos: <a href="#">What is staff notation?</a> ; <a href="#">Time signatures</a> ; <a href="#">Rhythm and note duration</a> ; <a href="#">Pitch and clef</a> ; <a href="#">Performance directions</a> ; <a href="#">Tuned percussion</a> ); Teacher video: <a href="#">Play like an Egyptian</a> (Y5); ; Teacher video: <a href="#">Pitch pyramids</a> (Y5)
<b>The history of music</b>				
I can teach children how to appreciate and understand music drawn from different traditions and from great composers and musicians.				Teacher video: <a href="#">What is musical theatre?</a> (Y5); See our <a href="#">Music: List of songs, artists and composers</a>



## Subject knowledge audit: Key stage 2

Question	I feel confident	I am somewhat confident	I would benefit from support	Support available
<b>Inter-related dimensions of music</b>				
Pitch: I understand what is meant by 'major' and 'minor' and the effects of playing music in these keys.				
Pitch: I understand what a pentatonic scale is.				Teacher video: <a href="#">Pentatonic scale</a>
Pitch: I know what is meant by transposing a melody.				Teacher video: <a href="#">Motif development</a>
Duration: I know the different note durations represented by a crotchet, a quaver and a minim.				Teacher skills video: <a href="#">Rhythm and note duration</a> ; Teacher video: <a href="#">Viking notation</a> (Y3); Teacher video: <a href="#">Jazz motifs</a> (Y3)
Dynamics: I understand what is meant by 'crescendo' and 'diminuendo' and the effect of these.				Teacher video: <a href="#">Telling stories through music</a> (Y3); Teacher video: <a href="#">Conducting</a> (Y6)
Timbre: I am able to describe the timbre of an instrument and how it affects the mood and style of music.				Teacher video: <a href="#">Rainforest body percussion</a> (Y4)
Texture: I understand what is meant by a chord, a counter-melody and a harmony.				Teacher video: <a href="#">Playing a chord</a> (Y5); Teacher video: <a href="#">Playing 'Shosholoza'</a> (Y5)
Structure: I know what a loop/an ostinato/ a riff/ a motif / a remix are.				Teacher video: <a href="#">Body percussion loops</a> (Y4); Teacher video: <a href="#">Jazz motifs</a> (Y3); Teacher video: <a href="#">The repeating river</a> (Y4); Teacher video: <a href="#">Musical motifs</a> (Y4); Teacher video: <a href="#">Learning the original</a> (Y5); Teacher video: <a href="#">Looping fragments</a> (Y5)
Notation: I understand and am able to read basic staff notation.				Teacher skills videos: <a href="#">Staff notation</a> (6 videos: <a href="#">What is staff notation?</a> ; <a href="#">Time signatures</a> ; <a href="#">Rhythm and note duration</a> ; <a href="#">Pitch and clef</a> ; <a href="#">Performance directions</a> ; <a href="#">Tuned percussion</a> )