

Music Progression of Knowledge and Skills



Progression of Knowledge

	EYFS	Year 1/2	Year 3/4	Year 5/6
Listen and Appraise	<ul style="list-style-type: none"> To know 20 nursery rhymes off by heart, To know the stories of some of the nursery rhymes. 	<ul style="list-style-type: none"> To know 5 songs off by heart. To know that some songs have a chorus or a response/answer part. To know that songs have a musical style and be able to recognise the sound and names of some of the instruments used. 	<ul style="list-style-type: none"> To know 5 songs from memory and who sang them or wrote them. To know the style of the 5 songs. To choose one song and be able to talk about: <ul style="list-style-type: none"> Its lyrics: what the song is about Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch). Identify the main sections of the song (introduction, chorus, verse etc...) Name some of the instruments they can hear in the song. 	<ul style="list-style-type: none"> To know 5 songs from memory, who sang or wrote them, when they were written and if possible, why? To know the style of the 5 songs and to name other songs in those styles. To choose 2 or 3 other songs and be able to talk about: <ul style="list-style-type: none"> Some of the style indicators of the song (musical characteristics that give songs their style). The lyrics: what the song is about. Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch). Identify the main sections of the songs (intro, verse, chorus, etc..)

				<ul style="list-style-type: none"> ➤ Name some of the instruments they hear in the song. ➤ The historical context of the songs. What else was going on at this time?
Games	<ul style="list-style-type: none"> • To know that we can move with the pulse of the music. • To know that the words of songs can tell stories and paint pictures. 	<ul style="list-style-type: none"> • To know that music has a steady pulse, like a heartbeat. • To know that rhythms are different to the steady pulse. • We add high and low sounds, pitch, when we sing and play our instruments. 	<ul style="list-style-type: none"> • Know and be able to talk about: <ul style="list-style-type: none"> ➤ How pulse, rhythm and pitch work together. ➤ Pulse: Finding the pulse – the heartbeat of the music. ➤ Rhythm: The long and short patterns over the pulse. ➤ Know the difference between pulse and rhythm. ➤ Pitch: High and low sounds that create melodies. ➤ How to keep the internal pulse. 	<ul style="list-style-type: none"> • Know and be able to talk about: <ul style="list-style-type: none"> ➤ How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song. ➤ How to keep the internal pulse. ➤ Musical leadership: creating musical ideas for the group to copy or respond to.
Singing	<ul style="list-style-type: none"> • To sing or rap nursery rhymes and simple songs from memory. • To know that songs have sections. 	<ul style="list-style-type: none"> • To confidently sing or rap five songs from memory. • To know that unison is everyone singing at the same time. • To know why we need to warm up our voices. 	<ul style="list-style-type: none"> • To know and be able to talk about: <ul style="list-style-type: none"> ➤ Singing in a group can be called a choir. ➤ Leader or conductor: A person who the choir or group follow. 	<ul style="list-style-type: none"> • To know and confidently sing 5 songs and their parts from memory, and to sing with a strong internal pulse. • To choose and song and be able to talk about: <ul style="list-style-type: none"> ➤ Its main features.

			<ul style="list-style-type: none"> ➤ Songs can make you feel different things, e.g. happy, energetic, sad etc.. ➤ Texture: How a solo singer makes a thinner texture than a large group. 	<ul style="list-style-type: none"> ➤ Singing in unison, the solo, lead vocal, backing vocals or rapping. ➤ To know what the song is about and the meaning of the lyrics. ➤ To know and explain the importance of warming up your voice.
Playing		<ul style="list-style-type: none"> • Learn the names of the notes in their instrumental part from memory or when written down. • Know the name of untuned percussion instruments played in class. 	<ul style="list-style-type: none"> • To know and be able to talk about: <ul style="list-style-type: none"> ➤ The instruments used in a class (a glockenspiel, recorder or xylophone). ➤ Other instruments they might play or be played in a band or orchestra by their friends. 	<ul style="list-style-type: none"> • To know and be able to talk about: <ul style="list-style-type: none"> ➤ Different ways of writing music down, e.g. staff notation, symbols etc.. ➤ The notes C, D, E, F, G, A, B + C on the treble stave. ➤ The instruments that they might play or be played in a band, orchestra or by their friends.
Improvisation		<ul style="list-style-type: none"> • Know that improvisation is making up your own tunes on the spot. • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • Everyone can improvise. 	<ul style="list-style-type: none"> • To know that using one or two notes confidently is better than using five. • To know that if you improvise using the notes you are given, you cannot make a mistake. 	<ul style="list-style-type: none"> • To know and be able to talk about improvisation: <ul style="list-style-type: none"> ➤ improvisation is making your own tune up on the spot. ➤ When someone improvises, they make up their own tune that has never been heard before. It is not written

				<p>down and belongs to them.</p> <ul style="list-style-type: none"> ➤ To know that using one or two notes confidently is better than using five. ➤ To know if you improvise using the notes you are given, you cannot make a mistake.
Composition		<ul style="list-style-type: none"> • Composing is like writing a story with music. • Everyone can compose. 	<ul style="list-style-type: none"> • To know and be able to talk about: <ul style="list-style-type: none"> ➤ A composition: music that is created by you and kept in some way. ➤ Different ways of recording compositions (letter names, symbols, audio etc...). 	<ul style="list-style-type: none"> • To know and be able to talk about: <ul style="list-style-type: none"> ➤ A composition: music that is created by you and kept in some way. ➤ A composition has a pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure. ➤ Notation: recognise the connection between sound and symbol.
Performance	<ul style="list-style-type: none"> • To know that a performance is sharing music. 	<ul style="list-style-type: none"> • A performance is sharing music with an audience. • A performance can be a special occasion and involve a class, a year group or whole school. 	<ul style="list-style-type: none"> • To know and be able to talk about: <ul style="list-style-type: none"> ➤ You must sing or rap the words clearly and play with confidence. ➤ It involves communicating feelings, thoughts and 	<ul style="list-style-type: none"> • To know and be able to talk about: <ul style="list-style-type: none"> ➤ Performing is sharing music with other people, an audience. ➤ Everything that will be performed must

			ideas about the song/music.	be planned and learned. ➤ You must sing or rap the words clearly and play with confidence. ➤ It involves communicating feelings, thoughts and ideas about the song/music.
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Progression of Skills

	EYFS	Year 1/2	Year 3/4	Year 5/6
Listen and Appraise	<ul style="list-style-type: none"> To learn that music can touch your feelings. To enjoy moving to music by dancing, marching, being animals or pop stars. 	<ul style="list-style-type: none"> To learn how they can enjoy music by dancing, marching, being animals or pop stars. To learn how songs can tell a story or describe an idea. 	<ul style="list-style-type: none"> Confidently identify and move to the pulse. Think about what the words in a song mean. Talk about the musical dimensions working together e.g. if the song gets louder in the chorus. Talk about the music and how it makes them feel. Try to use a developing musical vocabulary when talking about music they listen to. 	<ul style="list-style-type: none"> To identify and move to the pulse with ease. To think about message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. Use musical vocabulary when talking about the songs. Talk about music and how it makes you feel, using musical vocabulary to describe the music.
Games	<ul style="list-style-type: none"> Find the pulse by coping a character in a nursery rhyme. Copy basic rhythm patterns of single words, building to short phrases. Explore high and low using voices and sounds of characters in the songs. 	<ul style="list-style-type: none"> Finding the pulse. Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching the steady beat. 	<ul style="list-style-type: none"> Finding the pulse. Create own simple rhythm patterns. Listen and sing back (no notation). 	<ul style="list-style-type: none"> Finding the pulse Copy back rhythms based on the words of the main song, that include syncopation/off-beat. Copy back one-note riffs using simple and syncopated rhythm patterns.

	<ul style="list-style-type: none"> • Invent a pattern using one pitched note. • Adding a 2 note melody to the rhythm of words. 	<ul style="list-style-type: none"> • Create rhythms for others to copy. • Listen and sing back, using voices to copy back using 'la' whilst marching the steady beat. 		
Singing	<ul style="list-style-type: none"> • To sing along with a pre-recorded song and add actions. • To sing along with backing track. 	<ul style="list-style-type: none"> • Learn about voices, singing notes of different pitches (high and low). • Learn that they can make different types of sounds with their voices – rap, spoken word with rhythm. • Starting and stopping when following a leader. 	<ul style="list-style-type: none"> • Sing in unison and in simple two-parts. • Demonstrate good singing posture. • Follow a leader when singing. • Enjoy exploring singing solo. • To sing with an awareness of being 'in tune'. • To have an awareness of pulse internally when singing. 	<ul style="list-style-type: none"> • Sing in unison and backing vocals. • Demonstrate good singing posture. • Follow a leader when singing. • To experience rapping and solo singing. • To listen to each other and be aware how you fit into the group. • To sing with awareness of being 'in tune'.
Playing		<ul style="list-style-type: none"> • Treat instruments carefully and with respect. • Play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium challenge). • Play the part in time with the steady pulse. 	<ul style="list-style-type: none"> • Play any one, or all four, differentiated parts on a tuned instrument. • Rehearse and perform their part of the melody or song from memory or using notation. • Listen to and follow musical instructions from a leader. 	<ul style="list-style-type: none"> • Play a musical instrument with the correct technique. • Select and use an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part of the melody or song from memory or using notation. • Rehearse and perform their part of the melody or song

				<p>from memory or using notation.</p> <ul style="list-style-type: none"> • Listen to and follow musical instructions from a leader
Improvisation		<ul style="list-style-type: none"> • Clap and Improvise – listen and clap back, then listen and clap your own answer (rhythm of words). • Sing, Play and Improvise – use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. • Improvise – take it in turns to improvise using one or two notes. 	<ul style="list-style-type: none"> • Improvise using instruments in the context of the song they are learning to perform. • Copy Back – Listen and sing back melodic patterns. • Play and Improvise – Using instruments, listen and play an answer using one or two notes. 	<ul style="list-style-type: none"> • Improvise using instruments in the context of the song they are learning to perform. • Copy Back – Listen and sing back melodic patterns. • Play and Improvise – Using instruments, listen and play an answer using one , two or three notes.
Composition		<ul style="list-style-type: none"> • Help create three simple melodies using one, three or five different notes. • Start to learn how the notes of the composition can be written down and changed of necessary. 	<ul style="list-style-type: none"> • Help create at least one simple melody using one, three five or all five notes. • Plan and create a section of music that can be performed within the context of the song. • Talk about how a composition was created. • Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. • Record the composition in any way appropriate that 	<ul style="list-style-type: none"> • Create simple melodies using up to five different notes an simple rhythms that work musically with the style of the song being studied. • Explain the keynote or home note and the structure of the melody. • Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. • Record the composition in any way appropriate that

			recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	recognises the connection between sound and symbol, e.g. graphic/pictorial notation.
Performance	<ul style="list-style-type: none"> • Perform any of the nursery rhymes by singing and adding actions or dance. • Perform any nursery rhymes or songs by adding a simple instrumental part. • Record the performance to talk about it. 	<ul style="list-style-type: none"> • Choose a song from the scheme and perform it. • Add own ideas to the performance. • Record the performance and say how they were feeling about it. 	<ul style="list-style-type: none"> • To choose what to perform and create a programme. • Present a musical performance designed to capture the audience. • To communicate the meaning of the words and clearly articulate them. • To record the performance and say how they were feeling, what they were pleased with and what they would change and why. 	<ul style="list-style-type: none"> • To choose what to perform and create a programme. • To communicate the meaning of the words and clearly articulate them. • To discuss the performance and compare it to a previous performance. • To discuss and talk musically about it, 'What went well?' and 'It would have been even better if...?'