

## Music Progression of Knowledge and Skills

Aspects of Music: Listen & Appraise, Singing and Playing						
	Listen & Appraise		Singing		Playing	
	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
Nursery	To recognise some familiar nursery rhymes.	To listen to a range of nursery rhymes.  To capture experiences and responses to music.	To show interest in play with sound, songs and rhymes.	To sing along to some familiar nursery rhymes  Sings to self and makes up own rhythms.	To begin to enjoy exploring musical instruments and begin to recognise the different sounds they make.	To tap out simple rhythms.  To tap in time to a pulse.
Reception	To begin to make comparisons between tempos of music.	To begin to use movement to find and feel the pulse.  To talk about how music makes them feel.	To build a repertoire of songs.	To sing familiar songs.	To enjoy exploring musical instruments and know the different sounds they make.	To be able to match the sound heard to an instrument.  To explore and learn how sounds can be changed.
Year 1	To know 5 songs off by heart.  To know what the songs are about.  To know and recognise the sound and names of some of the instruments they use.	To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.  To continue to use movement to find the pulse.	To confidently sing or rap five songs from memory and sing them in unison.	Learn about voices, singing notes of different pitches (high and low).  Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.  Learn to start and stop singing when following a leader.	To know that music has a steady pulse, like a heartbeat.  To know that we can create rhythms from words, our names, favourite food, colours and animals.  Learn the names of the notes in their instrumental part from memory or when written down.  Learn the names of the instruments they are playing.	Know the importance of treating instruments carefully and with respect.  Play a tuned instrumental part with the song they perform.  Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part).  Listen to and follow musical instructions from a leader.

<p>Year 2</p>	<p>To know five songs off by heart.</p> <p>To know some songs have a chorus or a response/answer part.</p> <p>To know that songs have a musical style.</p>	<p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p> <p>To learn how songs can tell a story or describe an idea.</p> <p>To continue to identify finding pulse.</p>	<p>To confidently know and sing five songs from memory.</p> <p>To know that unison is everyone singing at the same time.</p> <p>Songs include other ways of using the voice e.g. rapping (spoken word). To know why we need to warm up our voices.</p>	<p>Learn about voices singing notes of different pitches (high and low).</p> <p>Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).</p> <p>Learn to find a comfortable singing position.</p> <p>Learn to start and stop singing when following a leader.</p>	<p>Learn the names of the notes in their instrumental part from memory or when written down.</p> <p>Know the names of untuned percussion instruments played in class.</p>	<p>To start to treat instruments carefully and with respect.</p> <p>Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).</p> <p>Play the part in time with the steady pulse.</p> <p>Listen to and follow musical instructions from a leader.</p>
<p>Year 3</p>	<p>To know five songs from memory and who sang them or wrote them.</p> <p>To know the style of the five songs.</p> <p>To choose one song and start to talk about: ○ 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</p>	<p>To confidently identify and move to the pulse.</p> <p>To think about what the words of a song mean.</p> <p>To take it in turn to discuss how the song makes them feel.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p>	<p>To start to know about and be able to talk about: ● Singing in a group can be called a choir ● Leader or conductor: A person who the choir or group follow ● Songs can make you feel different things e.g. happy, energetic or sad ● Singing as part of an ensemble or large group is fun, but that you must listen to each other</p>	<p>To start to sing in unison and in simple two-parts.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To start to enjoy exploring singing solo.</p> <p>To sing with awareness of being 'in tune'.</p>	<p>To know and be able to talk about: The instruments used in class (a glockenspiel, a recorder)</p> <p>Know how to find and demonstrate the pulse.</p> <p>Know the difference between pulse and rhythm.</p> <p>Know how pulse, rhythm and pitch work together to create a song.</p> <p>Know that every piece of music has a pulse/steady beat.</p>	<p>To treat instruments carefully and with respect.</p> <p>Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation.</p> <p>To rehearse and perform their part within the context of the Unit song.</p> <p>To listen to and follow musical instructions from a leader.</p>

	<p>main sections of the song (introduction, verse, chorus etc.)</p> <ul style="list-style-type: none"> <li>o Name some of the instruments they heard in the song</li> </ul>		<p>To know why you must warm up your voice</p>	<p>To have an awareness of the pulse internally when singing.</p>	<p>Know the difference between a musical question and an answer.</p>	
Year 4	<p>To know five songs from memory and who sang them or wrote them.</p> <p>To know the style of the five songs.</p> <p>To choose one song and be able to talk about:</p> <ul style="list-style-type: none"> <li>● Some of the style indicators of that song (musical characteristics that give the song its style) The lyrics: what the song is about</li> <li>● Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>● Identify the main sections of the song (introduction, verse, chorus etc.)</li> </ul>	<p>To confidently identify and move to the pulse.</p> <p>To talk about the musical dimensions working together in the Unit songs e.g. if the song gets louder in the chorus (dynamics). Talk about the music and how it makes them feel.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>To try to use musical words when discussing music .</p>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● Singing in a group can be called a choir</li> <li>● Leader or conductor: A person who the choir or group follow</li> <li>● Songs can make you feel different things e.g. happy, energetic or sad</li> <li>● Singing as part of an ensemble or large group is fun, but that you must listen to each other</li> <li>● Texture: How a solo singer makes a thinner texture than a large group</li> </ul> <p>To know why and how you warm up your voice</p>	<p>To sing in unison and in simple two-parts.</p> <p>To continue to demonstrate a good singing posture.</p> <p>To effectively follow a leader when singing.</p> <p>To enjoy exploring singing solo.</p> <p>To sing with awareness of being 'in tune'.</p> <p>To rejoin the song if lost.</p> <p>To listen to the group when singing.</p>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● The instruments used in class (a glockenspiel, recorder or xylophone)</li> <li>● Other instruments they might play or be played in a band or orchestra or by their friends</li> </ul> <p>Know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● How pulse, rhythm and pitch work together</li> <li>● Pulse: Finding the pulse – the heartbeat of the music</li> <li>● Rhythm: the long and short patterns over the pulse</li> <li>● Know the difference between pulse and rhythm</li> <li>● Pitch: High and low sounds that create melodies</li> <li>● How to keep the internal pulse</li> <li>● Musical Leadership: creating musical ideas for the group to copy or respond to</li> </ul>	<p>To treat instruments carefully and with respect.</p> <p>Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation.</p> <p>To rehearse and perform their part within the context of the Unit song.</p> <p>To listen to and follow musical instructions from a leader.</p> <p>To experience leading the playing by making sure everyone plays in the playing section of the song.</p>

	<ul style="list-style-type: none"> <li>Name some of the instruments they heard in the song</li> </ul>					
Year 5	<p>To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?</p> <p>To know the style of the five songs and to name other songs from the Units in those styles.</p> <p>To choose two or three other songs and be able to talk about: <ul style="list-style-type: none"> <li>Some of the style indicators of the songs (musical characteristics that give the songs their style)</li> <li>The lyrics: what the songs are about</li> <li>Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>Identify the main sections of the songs (intro, verse, chorus etc.)</li> <li>Name some of the</li> </ul> </p>	<p>To identify and move to the pulse with ease.</p> <p>To think about the message of songs.</p> <p>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>Continue to listen carefully and respectfully to other people's thoughts about the music.</p> <p>To use musical words when talking about music more accurately.</p> <p>To talk about the musical dimensions</p>	<p>To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</p> <p>To choose a song and be able to talk about: <ul style="list-style-type: none"> <li>Its main features</li> <li>Singing in unison, the solo, lead vocal, backing vocals or rapping</li> <li>To know what the song is about and the meaning of the lyrics</li> <li>To know how to and explain the importance of warming up your voice</li> </ul> </p>	<p>To sing in unison and to sing backing vocals.</p> <p>To enjoy exploring singing solo. To listen to the group when singing.</p> <p>To demonstrate a good singing posture. To accurately follow a leader when singing.</p> <p>To experience rapping and solo singing.</p> <p>To listen to each other and be aware of how you fit into the group.</p> <p>To sing with awareness of being 'in tune'.</p>	<p>To know and be able to talk about: <ul style="list-style-type: none"> <li>Different ways of writing music down – e.g. staff notation, symbols</li> <li>The notes C, D, E, F, G, A, B + C on the treble stave</li> <li>The instruments they might play or be played in a band or orchestra or by their friends</li> </ul> </p> <p>Know and be able to talk about: <ul style="list-style-type: none"> <li>How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song</li> <li>How to keep the internal pulse</li> </ul> </p> <p>Musical Leadership: creating musical ideas for the group to copy or respond to</p>	<p>Play a musical instrument with the correct technique within the context of the Unit song, respecting the instrument.</p> <p>Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</p> <p>To rehearse and perform their part within the context of the Unit song.</p> <p>To listen to and follow musical instructions from a leader.</p> <p>To lead a rehearsal session.</p>

	<p>instruments they heard in the songs</p> <ul style="list-style-type: none"> <li>o The historical context of the songs.</li> </ul> <p>What else was going on at this time?</p>	<p>working together in the Unit songs.</p> <p>Talk about the music and how it makes you feel.</p>				
Year 6	<p>To know five songs from memory, who sang or wrote them, when they were written and why?</p> <p>To know the style of the songs and to name other songs from the Units in those styles.</p> <p>To choose three or four other songs and be able to talk about:</p> <ul style="list-style-type: none"> <li>o The style indicators of the songs (musical characteristics that give the songs their style)</li> <li>o The lyrics: what the songs are about</li> <li>o Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre)</li> <li>o Identify the structure of the songs (intro, verse, chorus etc.)</li> </ul>	<p>To identify and move to the pulse with ease.</p> <p>To think about the message of songs.</p> <p>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>Consistently listen carefully and respectfully to other people's thoughts about the music.</p> <p>Use musical words when talking about the songs.</p>	<p>To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</p> <p>To know about the style of the songs so you can represent the feeling and context to your audience</p> <p>To choose a song and be able to talk about:</p> <ul style="list-style-type: none"> <li>o Its main features</li> <li>o Singing in unison, the solo, lead vocal, backing vocals or rapping</li> <li>o To know what the song is about and the meaning of the lyrics</li> <li>o To know and explain the importance of warming up your voice</li> </ul>	<p>To continue to sing in unison and to sing backing vocals.</p> <p>To confidently demonstrate a good singing posture.</p> <p>To confidently follow a leader when singing.</p> <p>To experience rapping and solo singing.</p> <p>To listen to each other and be aware of how you fit into the group.</p> <p>To sing with awareness of being 'in tune'.</p>	<p>Know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music</li> <li>• How to keep the internal pulse</li> <li>• Musical Leadership: creating musical ideas for the group to copy or respond to</li> </ul> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• Different ways of writing music down – e.g. staff notation, symbols</li> <li>• The notes C, D, E, F, G, A, B + C on the treble stave</li> <li>• The instruments they might play or be played in a band or orchestra or by their friends</li> </ul>	<p>Play a musical instrument with the correct technique within the context of the Unit song, demonstrating respect for the instrument.</p> <p>Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</p> <p>To rehearse and perform their part within the context of the Unit song.</p> <p>To listen to and follow musical instructions from a leader.</p> <p>To lead a rehearsal session.</p>

	<ul style="list-style-type: none"><li>o Name some of the instruments used in the songs</li><li>o The historical context of the songs. What else was going on at this time, musically and historically?</li><li>o Know and talk about that fact that we each have a musical identity</li></ul>	<p>To talk about the musical dimensions working together in the Unit songs.</p> <p>Talk about the music and how it makes you feel, using musical language to describe the music.</p>				
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