



Progression of Knowledge and Skills in Music

Listen and Appraise

Listen with concentration and understanding to a range of high-quality live and recorded music. – KS1

Listen with attention to detail and recall sounds with increasing aural memory. – KS2

Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. – KS2

Foundation Stage	Year 1	Year 2	Year 3	Year 4 Wider Opportunities instrument tuition	Year 5	Year 6
<p>I know several nursery rhymes off by heart.</p> <p>I know the stories of some of the nursery rhymes.</p> <p>I understand that music can make us feel a certain way.</p> <p>I can move to music by dancing,</p>	<p>I know that the pulse of a piece of music is a steady beat like a heartbeat throughout a piece of music.</p> <p>I know that rhythm is the sequence of shorter and longer sounds that can fit to a steady beat</p>	<p>I know that the tempo of a piece of music relates to how quick or slow the music is.</p> <p>I know that pitch is how high or low a note sounds.</p> <p>I know that a solo in a piece of music which is performed</p>	<p>I know that texture is the layers of sound created by playing together or separately throughout a song.</p> <p>I know that unison is where singers or musicians all play the same tune at the same time.</p> <p>I know that an</p>	<p>I can keep the pulse on one note at different speeds.</p> <p>I can talk about the music I hear using words such as pitch, rhythm, tempo, texture and dynamics.</p> <p>I can identify structure in music, including introduction, verse,</p>	<p>I know that style indicators are indicators which show us the genre of the piece of music.</p> <p>I know that style indicators of rock music may include heavy amplified instruments, frequent guitar solos and a heavy back beat.</p> <p>I know that style</p>	<p>I know that style indicators of soul pop may include rhythmic sections with drums and percussion and a brisk tempo.</p> <p>I know that style indicators of acapella pop will include a vocal line without a musical accompaniment. Any</p>







<p>marching or being animals.</p>	<p>I know that the dynamics in a piece of music relates to how loud or quiet the music is.</p> <p>I know that vocals are sounds made by the voice (male vocals are by a man and female vocals by a woman).</p> <p>I know that musical instruments are objects which produce sounds.</p> <p>I know that musical style refers to features of how music in a certain genre is expected to sound/be played.</p> <p>I can find the pulse of a song.</p> <p>I can clap a simple rhythm of a song.</p> <p>I can describe the</p>	<p>by one singer or musician.</p> <p>I know that the structure of a piece of music is the order that different parts of the music are played in.</p> <p>I know that musical instruments can be tuned or untuned. Tuned instruments can play different pitches.</p> <p>I know that lyrics are the words in a song, which often tell a story or give a message.</p> <p>I can clap a rhythm to a song using different tempos.</p> <p>I can identify whether an instrument is tuned or untuned.</p> <p>I can describe</p>	<p>orchestra is a large group of musicians who play together on a variety of string, wind and percussion instruments.</p> <p>I know that the melody is the tune in a piece of music (it is usually what you sing along to).</p> <p>I know that a hook is a short melodic idea which is designed to be memorable.</p> <p>I can count music in beats per bar (e.g. 4 beats per bar) and recognise that a time signature shows the beats per bar.</p> <p>I know that an offbeat is a beat that is played not on the strong beat (e.g if there are 4 beats in a bar, it would be played on 2 and 4).</p>	<p>bridge, chorus.</p> <p>I can describe the mood of a piece of music, how it makes me feel and what it makes me think of.</p>	<p>indicators of old hip hop music may include rapping, sampling of tracks, scratching and extended percussion.</p> <p>I know that a riff is a short, repeated phrase, often played on a lead instrument.</p> <p>I know that a synthesizer in an electric instrument that looks like a keyboard and has pre-recorded and created sounds. Music produced on a synthesizer is described as 'synthesized'.</p> <p>I know that articulation describes how smoothly something is played. Legato is Italian for 'linked together'. It means that notes should be played smoothly. Staccato is Italian for 'detached'. It means that notes should be played short and sharp.</p>	<p>sounds which sound like instruments are made by vocals.</p> <p>I can think about the messages of songs.</p> <p>I can compare two songs of the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>I can talk about the music and how it makes you feel, using musical language to describe the music.</p> <p>I can talk about the musical dimensions in a song and where they are used.</p> <p>I can talk about the historical context of the songs. What else was going on at this time, musically and historically?</p>
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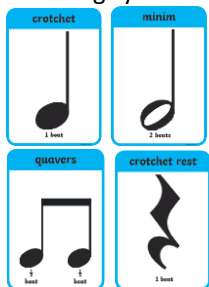




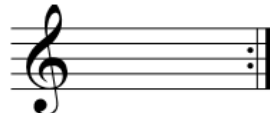


	<p>dynamics of a piece of music using the terms loud, quiet, getting louder, getting quieter.</p> <p>I can recognise vocals and different instruments (drums, bass guitar, keyboard) in a piece of music.</p>	<p>whether a sound has a high or a low pitch.</p> <p>I can describe the tempo of a piece of music using the terms fast, slow, faster, slower.</p> <p>I can describe the structure of a piece of music using the terms verse, chorus, solo and instrumental.</p>	<p>I can describe the texture of a piece of music.</p> <p>I can identify different parts of an orchestra.</p> <p>I can identify and describe the melody in a piece of music, using musical vocabulary I know.</p> <p>I can identify the hook in a piece of music.</p> <p>I can describe the style of a piece of music by using what I know about a musical genre.</p> <p>I can identify whether a piece of music has 4 beats per bar or 3 beats per bar.</p> <p>I can find the offbeat in a piece of music.</p>		<p>I can describe a musical style by identifying style indicators.</p> <p>I can describe different styles of music which I like and dislike and explain why.</p> <p>I can identify a riff in a piece of music.</p> <p>I can identify and describe synthesized instruments and the sounds they make.</p> <p>I can describe the articulation of music using the terms 'legato' and 'staccato'.</p>	
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Musical Activities

Experiment with, create, select and combine sounds using inter-related dimensions of music. – KS1

Improvise and compose music for a range of purposes using the inter-related dimensions of music. – KS2

Use and understand staff and other musical notations. – KS2						
Foundation Stage	Year 1	Year 2	Year 3	Year 4 Wider Opportunities instrument tuition	Year 5	Year 6
<p>I know that we can move with the pulse of the music.</p> <p>I know that the words of songs can tell stories and paint pictures.</p> <p>I can find the pulse by copying a character and find different ways to keep the pulse.</p> <p>I can copy basic rhythm patterns of single words, building to short phrases from the song/s.</p> <p>I can explore high and low using voices and sounds of characters in the songs.</p> <p>I can listen to and</p>	<p>I know that improvisation is about making up your own tunes on the spot.</p> <p>I know that improvisation does not have to be written down.</p> <p>I know that composing is like writing a story with music.</p> <p>I know that making up your own piece of music is called a composition.</p> <p>I know that people who write music are called composers.</p> <p>I can improvise on untuned instruments or using my voice by</p>	<p>I know that different notes on a tuned instrument have different names.</p> <p>I know that compositions can be recorded using notation.</p> <p>I know that a crotchet note is worth one beat.</p> <p>I know that a quaver note is worth half a beat therefore two quavers together are worth one beat.</p> <p>I can create an improvisation of 2 notes on a tuned instrument (using notes C and D).</p> <p>I can create an improvisation using my voice or by</p>	<p>I know that call and response is a musical structure where a solo person (or group of people) sing or plays a musical idea and another person (or group of people) sing or play a response.</p> <p>I know that notation can be written on a stave, which is a set on five lines where notes are written on the line or in the space between them.</p> <p>I know that a pentatonic scale is a scale which uses 5 notes.</p> <p> I know that</p>	<p>I can hold my instrument correctly and make a musical sound with a pleasing sound.</p> <p>I can copy simple rhythmic patterns keeping in time with my classmates.</p> <p>Read and play music containing crotchets, minims, quavers and crotchet rests.</p> <p>I can improvise rhythmically and confidently using the notes that I have learned.</p> <p>Create my own music using the skills I have learned.</p> <p>I can talk about how to improve my work and the work of my class.</p>	<p>Key notation for Year 5 (higher in octave)</p> <p></p> <p>A dotted minim is worth 3 beats.</p> <p></p> <p>A dotted crotchet is worth one and a half beats.</p> <p></p> <p>A semi quaver is worth one quarter of a beat. Four semi-quavers would make one beat.</p>	<p>A sharp is a note which is higher in pitch by one semitone (half note). This is a sharp sign.</p> <p></p> <p>A flat is a note which is lower in pitch by one semitone (half note). This is a flat sign.</p> <p></p> <p>I can talk about how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or piece of music.</p> <p>I can copy back</p>

<p>recognise high and low sounds on a glockenspiel</p> <p>I can invent a pattern using one pitched note, keep the pulse throughout and with a single note and begin to create simple 2 note patterns to accompany the song.</p>	<p>choosing rhythms that fit the pulse and using different dynamics.</p> <p>I can compose a piece of music with a pulse and a rhythm.</p> <p>I can change the dynamics in my own composition.</p> <p>I can record my composition by using pictures.</p> <p>I can use pictures to show when there is a change of dynamics in my composition.</p>	<p>clapping to demonstrate inter-related dimensions of music (pitch, dynamics and tempo).</p> <p>I can create a composition of 2 notes on a tuned instrument (using notes C and D) using notation names to show the pitch.</p> <p>I can record my composition using the notation of crotchets and quavers.</p>	<p>this is the treble clef symbol. It shows that the notes on the staff with this symbol can be sung or played by voices or instruments which can reach higher notes.</p> <p>Key notation for Y3 –</p>  <p>I can improvise a call and response melody using up to 5 notes.</p> <p>I can use a stave to record five notes (C, D, E, G, A) in the treble clef.</p> <p>I can compose a simple melody for a tuned instrument using five notes (C, D, E, G, A) which fit to the pulse of a piece of music.</p>	<p>I can recognise and explain what the following symbols mean:</p> <div data-bbox="1198 335 1406 622">  </div> <div data-bbox="1198 622 1406 750">  </div> <div data-bbox="1198 750 1406 853">  </div> <div data-bbox="1198 853 1406 1021">  </div>	<p></p> <p>A repeat sign indicates a section of music which needs to be repeated.</p>  <p><u>Articulation Notation</u> In music notation, an accent mark indicates a louder dynamic and a stronger attack to apply to a single note.</p> <div data-bbox="1505 885 1713 1013">  </div> <p>Staccato: Legato:</p> <div data-bbox="1505 1077 1736 1204">  </div> <p>I can improvise a riff on a tuned instrument using three notes.</p>	<p>rhythms based on the words of the main song that include syncopation / off beat.</p> <p>I can write music down in different ways eg. staff, notation, symbols.</p> <p>I can talk about three well known improvising musicians.</p> <p>I can create simple melodies using up to five different notes and simple rhythms that work musically with the style of the unit song.</p> <p>I can explain the keynote or home note and the structure of the melody.</p> <p>I can listen to and reflect upon the developing composition and</p>
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Singing / Performing.

Use their voices expressively and creatively by singing songs and speaking chants and rhymes. – KS1

Play tuned and untuned instruments musically. – KS1

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. – KS2

Foundation Stage	Year 1	Year 2	Year 3	Year 4 Wider Opportunities instrument tuition	Year 5	Year 6
I can sing or rap	I can confidently	I can confidently	I know that singing in	I can sing unison songs	I can perform my	I know that

<p>nursery rhymes or simple songs from memory.</p> <p>I know that songs have different sections.</p> <p>I can sing along with a pre-recorded song and add actions.</p> <p>I can sing along with a backing track.</p> <p>I know that a performance is sharing music.</p> <p>I can perform any of the nursery rhymes by singing and adding actions or dance.</p> <p>I can perform any nursery rhymes or songs adding a simple instrumental part.</p> <p>I can talk about a</p>	<p>sing or rap the unit songs from memory.</p> <p>I can sing in notes of different pitches (high or low).</p> <p>I understand that I can make different types of sound with my voice, for example rapping or saying words in rhythm.</p> <p>I can start and stop singing when following a leader.</p> <p>I know that a performance is sharing music with other people, called an audience.</p> <p>I know that an audience are people who watch a performance.</p> <p>I can sing with a sense of pulse and rhythm.</p>	<p>sing or rap the unit songs from memory.</p> <p>I understand why we need to warm up our voices.</p> <p>I can find a comfortable singing position.</p> <p>I know that a conductor is a person who conducts an orchestra, chorus, choir or other musical group.</p> <p>I know that a conductor sets the tempo for a piece of music by stressing the musical pulse so that all musicians / performers follow the same beat.</p> <p>I know that conductors may show when different musicians/instruments are to play in a</p>	<p>a group is called a choir.</p> <p>I can sing as part of an ensemble or a group.</p> <p>I can listen to others in the group when singing.</p> <p>I can sing in unison and in simple two-parts.</p> <p>I can explore singing solo.</p> <p>I can sing with an awareness of being “in tune”.</p> <p>I can have an internal awareness of the pulse when singing.</p> <p>I can perform a piece of produced music or my own composition by reading five notes (C, D, E, G, A,) from a treble clef stave.</p>	<p>with others, remembering the tune and keeping in time.</p> <p>Play a simple tune with my classmates and follow direction when starting or stopping.</p> <p>Read and perform rhythm patterns containing crotchets, minims, quavers and crotchet rests.</p> <p>I can sing and/or play my part in an ensemble, maintaining my own part in a group.</p>	<p>composition on a tuned instrument and use the articulation notation to add accents to my performance.</p> <p>I can read the key notation for Year 5 to perform music on a tuned instrument.</p> <p>I can take part in an ensemble to perform a song, taking the role of a singer and a musician.</p> <p>I can perform songs from different styles in tune either acapella or with a musical accompaniment.</p> <p>I can sing in unison, solo, lead vocals, backing vocals or rapping.</p>	<p>performing is sharing music with an audience with belief.</p> <p>I know that everything that will be performed must be learned and planned.</p> <p>I can talk about the venue of a performance and how to use it to best effect.</p> <p>I can record the performance and compare it to a previous performance.</p> <p>I can discuss and talk musically about “What went well?” and “It would have been even better if.....”</p>
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performance.	<p>I can perform on an untuned instrument with a sense of pulse and rhythm.</p> <p>I can use different dynamics when singing and performing on untuned instruments.</p>	piece of music.				
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