

## KNOWLEDGE PROGRESSION YEAR GROUP OVERVIEW – Music

Strands		
<ul style="list-style-type: none"> <li>At EYFS, the knowledge progression takes full account of the Early Learning Goals of:                             <ul style="list-style-type: none"> <li>Listening, attention and Understanding</li> <li>Being Imaginative and Expressive</li> </ul> </li> </ul>		
<ul style="list-style-type: none"> <li>At key stage 1, the knowledge progression takes full account of the national curriculum's strands of:                             <ul style="list-style-type: none"> <li>Singing</li> <li>Playing an instrument</li> <li>Listening and Appreciating</li> <li>Creating own music</li> </ul> </li> </ul>		
<ul style="list-style-type: none"> <li>At key stage 2, the knowledge progression takes full account of the national curriculum's strands of:                             <ul style="list-style-type: none"> <li>Singing and Performing</li> <li>Composing</li> <li>Listening and appreciating</li> <li>History of Music</li> </ul> </li> </ul>		
EYFS and National Curriculum Subject Content – End of Key Stage expectations		
Strand	Listening, Attention and Understanding	Being Imaginative and Expressive
<b>EYFS</b>  <b>Check AM</b>	<ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions</li> <li>Make comments about what they have heard and ask questions to clarify their understanding</li> </ul>	<ul style="list-style-type: none"> <li><i>Sing a range of well-known nursery rhymes and songs</i></li> <li><i>Perform songs, rhymes, poems and stories with others</i></li> <li><i>try to move in time with music.</i></li> </ul>
End of KS1		
<b>Key Stage 1</b>	<ul style="list-style-type: none"> <li><i>Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes</i></li> <li><i>Pupils should be taught to play tuned and untuned instruments musically</i></li> <li><i>Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music</i></li> <li><i>Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music</i></li> </ul>	
End of KS2		
<b>Key Stage 2</b>	<ul style="list-style-type: none"> <li><i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i></li> <li><i>Use and understand staff and other musical notations</i></li> <li><i>Listen with attention to detail and recall sounds with increasing aural memory</i></li> <li><i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i></li> <li><i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i></li> <li><i>Develop an understanding of the history of music</i></li> </ul>	

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Strand	Nursery	Vocabulary	Reception	Vocabulary
<b>Listening, Attention and Understanding</b>	<p>To know how to join in with rhymes and songs by making sounds and by moving body</p> <p>To know how to respond to adults making sounds and moving their bodies</p> <p>To know how to respond to very simple requests especially when shown first by an adult</p> <p>To know how to anticipate actions and sounds from an action toy</p> <p>To know how to explore objects using my senses</p> <p><b>To know how to listen to and follow directions</b></p> <p><b>To know how to join in with rhymes and familiar stories</b></p>		<p>To know how to turn to listen to my friends or my teacher.</p> <p>To know how to listen to and then follow an instruction</p> <p>To know how to play and listen to my friends at the same time.</p> <p>To know how to listen carefully and why listening is important.</p> <p>To know how to listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>To know how to learn rhymes, poems and songs.</p> <p><b>Listen attentively and respond to what they hear with relevant questions, comments and actions</b></p> <p><b>Make comments about what they have heard and ask questions to clarify their understanding</b></p>	
<b>Being Imaginative and Expressive</b>	<p>To know how to listen with increased attention to sounds.</p> <p>To know how to respond to what they have heard, expressing their thoughts and feelings.</p> <p>To know how to sing entire songs.</p> <p>To know how to sing the pitch of a tone sung by another person ('pitch match').</p> <p>To know how to sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>To know how to create their own songs, or improvise a song around one they know.</p> <p><b>To know how to enjoy joining in with dancing and ring games.</b></p> <p><b>To know how to sing a few familiar songs. I To know how to begin to move rhythmically.</b></p> <p><b>To know how to imitate movement in response to music.</b></p> <p><b>To know how tap out simple repeated rhythms.</b></p> <p><b>To know how to explore and learn how sounds can be changed.</b></p>		<p>To know how to develop preferences for forms of expression.</p> <p>To know how to use movement to express feelings.</p> <p>To know how to create movement in response to music.</p> <p>To know how to sing to myself and makes up simple songs.</p> <p>To know how to notice what adults do, imitate what is observed and then do it spontaneously when the adult is not there.</p> <p>To know how to watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>To know how to explore and engage in music making and dance, performing solo or in groups</p> <p><b>Sing a range of well-known nursery rhymes and songs</b></p> <p><b>Perform songs, rhymes, poems and stories with others</b></p> <p><b>Try to move in time with music.</b></p>	

Strand	Year 1	Year 2	Strand	Year 3	Year 4	Year 5	Year 6
<b>Listening and Appreciating</b>	<p>To know the names of some musical instruments.</p> <p>To know how to associate a sound to instruments.</p>	<p>To know how to recognise some familiar songs.</p> <p>To know how to identify the timbre.</p>	<b>Listening/ Appreciate</b>	<p>To know how to identify the main sections of the song, intro, verse, chorus.</p>	<p>To know that the lyrics are what the song is about.</p> <p>To know how to identify any musical dimensions featured in the song and where they</p>	<p>To know how to Identify the main sections of the songs (intro, verse, chorus).</p> <p>To know how to use a range of words to describe music (eg.</p>	<p>To know how to analyse features within different pieces of music.</p>

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	<p>To say whether they like or dislike a piece of music.</p> <p>To know how to listen and respond to the pulse in music.</p> <p><b>To know and recognise the sound and names of some of the instruments in use.</b></p> <p><b>To know that music has a pulse.</b></p>	<p>To know how to identify dynamics in a song.</p> <p>To know how to identify the pitch.</p> <p>To know that some songs have a chorus.</p> <p>To know how to identify the beat of a tune.</p> <p>To know how to identify a range of musical instruments.</p> <p><b>To know that songs have a musical style</b></p> <p><b>To know that they can recognise the changes in timbre, dynamics and pitch-</b> <i>timbre (sound quality smooth, crisp, scratchy, rattling, tinkling etc.), dynamics (loud and quiet), tempo (fast and slow) and pitch (high and low).</i></p> <p><b>To know how to identify the pulse in music.</b></p>		<p>To know the names of some of the instruments they have heard in the song.</p> <p>To know that a riff is a repeated phrase/chorus.</p> <p>To know the difference between pulse and rhythm.</p> <p>To know how to identify the texture.</p> <p>To know how to identify the tempo.</p> <p>To know how to identify the structure of a piece of music.</p> <p><b>To know to internalise the pulse in music.</b></p> <p><b>To know how to talk about the style of recognisable songs.</b></p> <p><b>To know how to start to use musical dimensions vocabulary to describe music– duration, timbre, pitch, dynamics, tempo, texture, structure.</b></p>	<p>are used (texture, dynamics, tempo, rhythm and pitch).</p> <p>To know how to identify the main sections of the song (introduction, verse, chorus)</p> <p><i>To know how to name some instruments they heard in the song.</i></p> <p>To know that they can apply their knowledge of a riff to identify it.</p> <p><b>To understand layers of sound and discuss their effect on mood and feelings.</b></p> <p><b>To know how pulse stays the same but rhythm changes in a piece of music.</b></p>	<p>duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, metre, silence, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo).</p> <p>To know that they can use these words to identify strengths and weaknesses in own and others' music.</p> <p><b>To know that they can choose from a wide range of musical vocabulary to accurately describe, compare and appraise music.</b></p> <p><b>To know that pulse, rhythm and pitch fit together.</b></p>	<p>To know how to compare and contrast the impact that different composers from different historical periods, had on people of that time.</p> <p><b>To know how the other dimensions of music are sprinkled through songs and pieces of music.</b></p> <p><b>To know how to talk about a piece of music given to them that they can use and apply their knowledge to describe what they are hearing.</b></p>
<b>Vocabulary</b>	Instruments, pulse, beat	Chorus, pitch, dynamics, beat, timbre, tune		Chorus, riff, structure, sections, verse, intro,	texture, dynamics, tempo, rhythm, pitch, intro, verse, riff, mood, lyrics	Duration, silence, metre, ostinato, chord, melody, harmony, flat, sharp, legato, crescendo, legato, diminuendo	
<b>Create own music</b>	To know how to create rhythms from words, our names, favourite food, colours and animals.	To know that rhythms are different from the steady pulse.	<b>Composing</b>	To know how to compose and perform melodies using two or three notes.	To know how to compose and perform melodies using three or four notes.	To know how to compose and perform melodies using four notes or five notes.	To know how to compose and perform melodies using five or six notes.

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	<p>To know how to clap and repeat short rhythmic and melodic patterns.</p> <p>To know how to create a mixture of different sounds (long and short, loud and quiet, high and low).</p> <p><b>To know that we can create a sequence of long and short sounds.</b></p>	<p>To know how to create short, musical patterns.</p> <p>To know to how create short rhythmic phrases.</p> <p>To know how to choose sounds to create an effect (including ICT).</p> <p><b>To know that we can sequence sounds to create an overall effect.</b></p>		<p>To know how to choose, order, combine and control sounds to create an effect.</p> <p>To Know the difference between pulse and rhythm.</p> <p>To Know how to find and demonstrate the pulse.</p> <p>To Know that every piece of music has a pulse/steady beat.</p> <p><b>To know that we can use sound to create abstract effects (using ICT)</b></p> <p><b>To Know how pulse, rhythm and pitch work together to create a song.</b></p>	<p>To know how pulse, rhythm and pitch work together.</p> <p>To know that Rhythm is the long and short patterns over the pulse.</p> <p>To know the difference between pulse and rhythm</p> <p>To know how to create high and low sounds (pitch) that create melodies</p> <p>To know how to keep the internal pulse</p> <p>To know how to create rhythmic patterns with a range of instruments.</p> <p>To know how to use digital technologies to compose pieces of music.</p> <p><b>To know that we can compose music that combines several layers of sound with an awareness of the combined effect.</b></p>	<p>To know how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song.</p> <p>To know how to keep the internal pulse.</p> <p>To know how to use a variety of different musical devices including melody, rhythms and chords</p> <p>To know how to select the elements for a piece in order to gain a defined effect.</p> <p>To know how to capture and record creative ideas using: graphic symbols, rhythm notions, time signatures, staff notation and technology.</p> <p><b>To know that we can record our own compositions.</b></p> <p><b>To know that we can compose music that combines the musical elements.</b></p>	<p>To know how to create individual parts for each group member and leading in performance.</p> <p>To know how to use ICT to organise ideas (combine all musical dimensions)</p> <p>To know how to create individual parts for each group member and leading in performance.</p> <p><b>To know that we can use ICT to compose, edit and refine pieces of music.</b></p> <p><b>To know that we can create music reflecting given intentions and record using standard notation.</b></p>
<b>Vocabulary</b>	Create, songs, long, loud, quiet, short, high, low	Pulse, rhythm, pitch, melody, compose, improvise, singers, lyrics.		Pulse, rhythm, pitch, compose, perform, audience, melodies, notes, beat	rhythm, pitch, beat, structure, verse, chorus, bridge, breakdown, compose, tempo, melody, texture, backing vocals, riff, introduction, hook, pulse, pitch	Pulse, rhythm, pitch, long and short patterns, melodies, high and low sounds, internal pulse, compose, unison, dynamics, texture, hook, pentatonic scale, musical style, digital electronic sounds, backing vocals, piano, acoustic guitar, percussion, timbre, harmony, melody, form, tonality	Pulse, rhythm, pitch, tempo, dynamics, texture, structure, internal pulse, musical ideas, respond, old school, hip hop, rap, riff, funk, unison, melody, compose, verse, chorus, piano, note values, note names, big bands, rock, beat, harmony.

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<b>Singing</b>	<p>To know that music can be songs, chants and rhymes.</p> <p>To know how to sing simple songs as a group.</p> <p>To know how to sing with others at the same pitch.</p> <p>To know how to respond to simple visual directions and counting in.</p> <p>To know how to join in with call and response songs. <b>To know how to confidently sing or rap songs from memory and sing them in unison.</b></p>	<p>To know how to sing songs which include a small pitch range.</p> <p>To know that songs can be sung loudly, quietly, fast and slow.</p> <p>To know how to demonstrate these when responding to a leaders directions.</p> <p><b>To know that unison is everyone singing at the same time.</b> <b>To know that songs include other ways of using the voice e.g. rapping (spoken word).</b></p>		<p>To know how to sing with expression.</p> <p>To know how to perform actions confidently in time to a range of songs.</p> <p>To know how to clap a steady beat with others.</p> <p><b>To know how to sing from memory with accurate pitch in an ensemble</b></p>	<p>To know how to sing with expression as part of a group or solo.</p> <p>To know that a solo singer makes a thinner texture than a larger group.</p> <p>To know that you must listen to each other when singing in an ensemble or large group.</p> <p>To know that you need to warm up your voice.</p> <p>To know how to sing rounds and partner songs in different times signatures.</p> <p><b>To know that we can use control and expression in our voice to show emotion.</b></p>	<p>To know how to observe accurate phrasing within a range of songs.</p> <p>To know how to sing with an appropriate style.</p> <p>To know how to sing three part rounds partner songs.</p> <p><b>To know that songs can contain a melody and may contain a harmony.</b></p> <p><b>To know how to evaluate their own singing and make improvements.</b></p>	<p>To know how to recognise syncopated rhythms within songs.</p> <p>To know how to observe rhythms patterns and phrasings in a range of songs.</p> <p>To know how to sing three and four part rounds.</p> <p><b>To know how to sing with more complicated rhythm patterns with increased confidence, accuracy, fluency, control and expression.</b></p> <p><b>To know how to evaluate different types of singing and discuss their preferences.</b></p>
<b>Vocabulary</b>	Sing, rap, songs, memory, pitch, unison. Chant, rhyme, call, response	Sing, songs, memory, unison, voice, rapping, warm up, voices, notes, tune, audience, Range		Group, choir, leader, perform, beat, conductor, feelings, ensemble, listen, rhythm, pitch	Solo, texture, rounds, time signatures, backing vocals	Melody, parts, memory, strong internal pulse, features, unison, solo, lead vocal, backing vocals, rapping, lyrics, dynamics, pitch, pulse, rhythm, compose, chorus, verse, introduction, notes, values, notation, tempo, harmony.	Internal pulse, style, feeling, context, audience, features, unison, solo, lead vocal, backing vocals, rapping, meaning, lyrics, warming up, voice, melody, improvise, rhythm, pitch, timbre, structure, harmony.
			<b>History of Music</b>	<p>To know the work of one famous composer.</p> <p><b>Greek and Egyptian?</b></p> <p><b>To know that music is drawn from different cultures and begin to respond to famous composers and musicians.</b></p>	<p>To know how to identify the style of work of <b>Beethoven, Mozart and Elgar.</b></p> <p>To know how to identify the style of music and instruments that were used in their music.</p> <p><b>To know that music is drawn from different traditions, great composers/musicians and to listen to/ understand a wide range of high quality live and recorded music.</b></p>	<p>To know how to contrast the work of a famous composer with another and explain preferences.</p> <p>To know that there are similarities and differences.</p> <p>To know that they can listen to a range of high quality, live and recorded music from different traditions, composers and musicians.</p> <p><b>Debussy (classic) Auerbach (modern)</b></p>	<p>To know how to describe different purposes of music in history/ other cultures.</p> <p>To know how to identify music from different periods.</p> <p>To know the differences between classical and popular music.</p> <p>To know how to compare classical and popular music.</p> <p>To know the impact that different composers from different times have had on people of that time</p>

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						<p>To know that music has changed over time and begin to discuss their differences.</p>	<p>Ancient music and instruments (Africa, Asia, Egypt), Medieval, Renaissance, Baroque and classical/romantic music)</p> <p>To know how the history of music from different, cultures, traditions, composers and musicians and evaluate how venue, occasion and purpose effects the way that music is created and performed.</p> <p>To know that there are different periods of music.</p>
			Vocabulary	Composer, cultures, musicians	Instruments, Beethoven, Mozart, Elgar, Composer, cultures, musicians, traditions	Similarities, differences, Debussy, Auerbach, traditions, composers, musicians.	Classical, popular, romantic, purpose, culture, composer, ancient music, instruments, medieval, renaissance, baroque.