

# Knowledge Progression

|                            | Year 1  | Year 2  | Year 3   | Year 4  | Year 5   | Year 6   |
|----------------------------|---|---|--|---|--|--|
| <b>Listen and Appraise</b> | <p>To know 5 songs off by heart.</p> <p>To know what songs are about.</p> <p>To know and recognize the sound and names of some of the instruments they use.</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 know five songs by 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, its lyrics, any musical dimensions and name some of the instruments.</p>   | <p>To know five songs by 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: some of the style indicators of that song, the lyrics: what the song is about, any musical dimensions featured in the song and where they are used, identify the main sections of the song and name some of the instruments they heard in the song.</p>                                   | <p>To know five songs by memory and who sang them 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: some of the style indicators of the songs, the lyrics: what the songs are about, any musical dimensions featured in the songs and where they are they are used, identify the main sections of the songs, name some of the instruments they heard in the songs and the historical context of the songs, what else was going on at this time?</p> | <p>To know five songs by memory and who sang them 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 three or four other songs and be able to talk about:<br/>The style indicators of the songs, the lyrics: what the songs are about, any musical dimensions featured in the songs and where they are used, identify the structure of the songs, the historical context of the songs, what else was going on at this time, musically and historically? Know and talk about the fact that we each have a musical identity.</p> |
| <b>Games</b>               | <p>To know that music has a steady pulse, like a heartbeat.</p> <p>To know that we can create rhythms from words, our names, favourite food, colours and animals.</p> | <p>To know that music has a steady pulse, like a heartbeat.</p> <p>To know that we can create rhythms from words, our names, favourite food, colours and animals. Rhythms are different from the steady pulse.</p> <p>We add high and low sounds, pitch, when we sing and play our instruments.</p> | <p>To know how to find and demonstrate the pulse.</p> <p>To know the difference between pulse and rhythm.</p> <p>To know how pulse, rhythm and pitch work together to create a song.</p> <p>To know that every piece of music has a pulse/steady beat.</p> <p>To know the difference between a musical question and an answer.</p>                                     | <p>Know and be able to talk about:<br/>How pulse, rhythm and pitch work together.</p> <p>Pulse: Finding the pulse – the heartbeat of the music.</p> <p>Rhythm: the long and short patterns over the pulse.</p> <p>Know the difference between pulse and rhythm.</p> <p>Pitch: High and low sounds that create melodies.</p> <p>How to keep the internal pulse.</p> <p>Musical leadership: Creating musical ideas for the group to copy or respond to.</p>   | <p>Know and be able to talk about:<br/>How pulse, rhythm and pitch work together and how they connect in a song.</p> <p>How to keep the internal pulse.</p> <p>Musical Leadership: creating musical ideas for the group to copy or respond to.</p>   | <p>Know and be able to talk about:<br/>How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music.</p> <p>How to keep the internal pulse.</p> <p>Musical Leadership: Creating musical ideas for the group to copy or respond to.</p>   |
| <b>Singing</b>             | <p>To confidently sing or rap five songs from memory and sing them in unison.</p>   | <p>To confidently sing or rap five songs from memory.</p> <p>To know that unison is everyone singing at the same time.</p> <p>To know songs include other ways of using the voice e.g. rapping.</p> <p>To know why we need to warm up our voices.</p>   | <p>To know and be able to talk about;<br/>Singing in a group can be called a choir. Leader or conductor – A person who the choir or group follow.</p> <p>Songs can make you feel different things (emotions).</p> <p>Singing as part of an ensemble or large group is fun, but that you must listen to each other.</p> <p>To know why you must warm up your voice.</p> | <p>To know and be able to talk about:<br/>Singing in a group can be called a choir.</p> <p>Leader or conductor – A person who the choir or group follow.</p> <p>Songs can make you feel different things (emotions).</p> <p>Singing as part of an ensemble or large group is fun, but that you must listen to each other.</p> <p>Texture: How a solo singer makes a thinner texture than a large group.</p> <p>To know why you must warm up your voice.</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: its main features, singing in unison, the solo, lead vocal, backing vocals or rapping, to know what the song is about and the meaning of the lyrics and to know and explain the importance of warming up your voice.</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: its main features, singing in unison, the solo, lead vocal, backing vocals or rapping, to know what the song is about and the meaning of the lyrics and to know and explain the importance of warming up your voice.</p>  |

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| Playing       | 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.   | Learn the names of the notes in their instrumental part from memory or when written down. To know the names of untuned percussion instruments played in class.   | To know and be able to talk about: The instruments used in class.  | To know and be able to talk about: The instruments used in class. Other instruments they might play or be played in a band or orchestra or by their friends.   | To know and be able talk about: Different ways of writing music down – staff notation, symbols. The notes C, D, E, F, G, A, B and C on the treble stave. The instruments they might play or be played in a band or orchestra or by their friends.  | To know and be able to talk about: Different ways of writing down – e.g. staff notation, symbols. The notes C, D, E, F, G, A, B and C on the treble stave. The instruments they might play or be played in a band or orchestra or by their friends. |
| Improvisation | To know that improvisation is about making up your own tunes on the spot. To know when someone improvises, that they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that everyone can improvise. | To know that improvisation is making up your own tunes on the spot. To know when someone improvises, that they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that everyone can improvise, and you can use one or two notes. | To know and be able to talk about improvisation; Improvisation is making up your own tunes on the spot. When someone improvises, that they make up their own tune that has never been heard before. It is not written down and belongs to them. 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.   | To know and be able to talk about improvisation; Improvisation is making up your own tunes on the spot. When someone improvises, that they make up their own tune that has never been heard before. It is not written down and belongs to them. 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. To know that you can use some of the riffs you have heard in the challenges in your improvisations. | To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot. When someone improvises, that they make up their own tune that has never been heard before. It is not written down and belongs to them. 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. To know that you can use some of the riffs you have heard in the challenges in your improvisations. To know three well-known improvising musicians. |   |
| Composition   | To know that composing is like writing a story with music. To know that everyone can compose.  |  | To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. Different ways of recording compositions (letter names, symbols, audio etc.)  |  | To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure. Notation; recognize the connection between sound and symbol.   |   |
| Performance   | To know that our performance is sharing music with other people, called an audience.   | To know that our performance is sharing music with other people, called an audience. To know that a performance can be a special occasion and involve a class, a year or a whole school. To know that an audience can include your parents and friends.                                    | To know and be able to talk about: Performing is sharing music with other people, an audience. A performance doesn't have to be a drama. It can be a one person or to each other. You need to know and have planned everything that will be performed. You must sing and rap the words clearly and play with confidence. A performance can be a special occasion and involve an audience including people you do not know. It is planned and different for each occasion. It involves communicating feelings, thoughts and ideas about the song/music. |  | To know and be able to talk about: Performing is sharing music with other people, an audience. A performance doesn't have to be a drama. It can be a one person or to each other. You need to know and have planned everything that will be performed. You must sing and rap the words clearly and play with confidence. A performance can be a special occasion and involve an audience including people you do not know. It is planned and different for each occasion. It involves communicating feelings, thoughts and ideas about the song/music.                 |   |