

KNOWLEDGE PROGRESSION YEAR GROUP OVERVIEW – Music

Strand	EYFS	Year 1	Year 2	Strand	Year 3	Year 4	Year 5	Year 6	Year 7
Singing	<p>Sing a variety of rhymes and songs e.g. nursery rhymes</p> <p>To know how to sing, matching the pitch and following the melody</p> <p>To know how to sing in a group or on their own</p> <p>To know a variety of rhymes, poems and songs (e.g. nursery rhymes, pop songs, songs from home, songs from TV)</p>	<p>Make different sounds with voice and with instruments</p> <p>To know how to creatively use voice to make different sounds</p> <p>To know how to recognise difference between singing voice and speaking voice through exploring chants and songs</p> <p>To follow instructions about when to play and sing</p>	<p>Sing or clap increasing and decreasing tempo</p> <p>To know how to sing with an awareness of pulse, pitch, tempo and dynamics</p> <p>To perform simple patterns and accompaniments keeping a steady pulse</p> <p>To know how to use voice expressively when speaking rhymes</p>	Singing and Performing	<p>To know how to sing with increasing awareness of pitch and the interrelated musical dimensions (including pulse, pitch, tempo and dynamics)</p> <p>To know how to explore songs with different structures-ostinatos/rounds/call and response</p> <p>To play clear notes on instruments and use different elements in composition</p> <p>To know how to create repeated patterns with different instruments including body percussion</p>	<p>Sing songs from memory with accurate pitch</p> <p>To know how to sing songs with an increased understanding of the overall effect that the interrelated musical elements can have</p> <p>To know how to sing songs with different structures and genres including songs from memory</p> <p>To know how to perform musical melodies using the voice, from memory</p>	<p>To maintain own part whilst others are performing their part</p> <p>To know how to sing part songs and recognising the musical effect this has (for example rounds, canons, harmonies, partner songs)</p>	<p>To take the lead in a performance</p> <p>To perform parts from memory</p> <p>To know how to sing in harmony and parts with increasing confidence and accuracy</p>	<p>To know how to take part in an ensemble or solo performance with increasing confidence and awareness of the interrelated dimensions of music</p>
Playing an instrument and performing	<p>To know how to make music in a range of ways (e.g. plays with sounds creatively)</p> <p>To know how to perform songs and rhymes with others</p> <p>To know how to play along to the steady beat of a song they are singing or music they are listening to</p>	<p>Use instruments to perform and choose sounds to represent different things</p> <p>To know how to explore the sounds of different tuned and untuned instruments</p> <p>To know how to use body percussion and instruments to play to the pulse of a song or piece of music</p> <p>To know when to start and stop</p>	<p>Play simple rhythmic patterns on an instrument</p> <p>To know how to explore types/ timbres of sounds</p> <p>To know how to play simple rhythmic patterns and the pulse using body percussion and tuned and untuned instrument musically</p> <p>To know simple ways to interpret music graphically</p>	Playing an instrument and performing	<p>To create repeated patterns with different instruments including body percussion</p> <p>To improve my work; explaining how it has been improved</p> <p>To know how to use simple notation such as a graphic score or staff notation</p>	<p>Use notation to record and interpret sequences of pitches</p> <p>To know how to play with an increasing awareness of pitch and quality of sound on different instruments</p> <p>To know how to use instruments to interpret musical patterns and structures of music using different notation</p>	<p>To use music diary to record aspects of the composition process</p> <p>To know how to improve quality of playing with increasing awareness of technique and the interrelated dimensions of music</p> <p>To know simple notation such as a graphic score or staff notation</p>	<p>Analyse features within different pieces of music</p> <p>To know how to play instruments with increasing fluency and control</p> <p>To know how to play in ensembles or solo context with awareness of features of different pieces of music and how to adjust their playing accordingly</p>	<p>To perform using the interrelated dimensions of music</p> <p>To perform with an awareness of style</p> <p>To perform in an ensemble showing an awareness of parts</p> <p>To continue your own part with an awareness of others and the impact of the overall performance</p>

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						To know how to reproduce sounds from memory			
Listening and appreciate	Listening to and repeating patterns To know how to respond to what they have heard in different ways (e.g. making comments, moving, drawing) To know how to express how a piece of music makes them feel To know some basic musical terms such as: pitch – high or low, beat	Say whether they like or dislike a piece of music To know key musical vocabulary to state what they are hearing To know and state whether they like or dislike a piece of music and explain why To know further basic musical terms such as: tempo (fast or slow) and melody To know how to appreciate music in different ways such as listening, moving to the music and playing along	Make connections between notations and musical sounds To know an increased vocabulary to comment on the music they are exposed to To know how to develop their appreciation and listening skills using movement and graphic interpretations when listening to music	Listen	Listen carefully and recognise high and low phrases To know how to listen with increasing accuracy identifying the interrelated dimensions in a piece of music (for example: pitch, dynamics, tempo)	Explain why silence is often needed in music and explain what effect it has	Repeat and respond to a phrase from the music after listening intently.	Accurately recall a part of the music listened to To know how to accurately describe a small section of the music listened to and explain how this impacts on the overall piece	To use the inter related dimensions of music to describe what is happening in a piece of music To develop an understanding of the inter-related dimensions of music such as timbre, texture, duration etc
				Appreciate	Use musical words to describe a piece of music and compositions Use musical words to describe what they like and do not like about a piece of music M3.9 know how to explore different interpretations of music such as dance, art, creation of own music response	Identify and describe the different purposes of music and how this links to our world and its communities To know how to describe, compare and evaluate music using musical vocabulary	Describe, compare and evaluate music using musical vocabulary Explain why they think music is successful or unsuccessful	Evaluate how the venue, occasion and purpose affects the way a piece of music is created	To compare and contrast music in different styles and genres
Create own music	(In playing to learn time – instruments for the chn to access in provision) To know how to engage in music making and dance on their own and in a group	To know how to clap and repeat short rhythmic and melodic patterns To know how to make a sequence of sounds and respond to different moods in music	To know how to order sounds to create a beginning, middle and an end To know how to create music in response to different starting points	Composing	Combine different sounds to create a specific mood or feeling To know how to combine different sounds to create a specific mood or feeling with increasing awareness of the	To know how to use notation to record compositions in a small group or individually	Compose music which meets specific criteria Choose the most appropriate tempo for a piece of music	Use a variety of different musical devices in composition (including melody, rhythms and chords).	To respond to a given starting point for a composition To apply musical ideas using the interrelated musical dimensions such as structure, harmony, melody, instrumentation etc.

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	To know how to choose particular instruments / sounds for their own imaginative purposes				<p>interrelated musical dimensions</p> <p>To know the effect the interrelated musical dimensions have (e.g., pitch, duration, dynamics, tempo, timbre, texture and structure)</p> <p>To know how to record their work graphically</p>				
History of music	To know that nursery rhymes have been taught to their parents, grandparents and beyond	To know that music has been composed in different time periods	To know that music across time has been made by different composers and in different styles	History of music	TO recognise the work of at least one famous composer	To know how to identify the style of work from famous composers	To contrast the work of a famous composer with another and explain preferences	To compare and contrast the impact that different composers from different times have had on people of that time	<p>To begin to have an awareness of the different periods of music</p> <p>To develop an understanding of the differences between classical and popular music</p>