



### Music Knowledge Progression Grid

	EYFS	Years 1&2	Years 3 & 4	Years 5 & 6
<b>Listen and Appraise</b>		<ul style="list-style-type: none"> <li>● To know 5 songs off by heart.</li> <li>● To know what the songs are about.</li> <li>● To know and recognise the sound and names of some of the instruments they use.</li> <li>● To know some songs have a chorus or a response/answer part.</li> <li>● To know that songs have a musical style.</li> </ul>	<ul style="list-style-type: none"> <li>● To know five songs from memory and who sang them or wrote them.</li> <li>● To know the style of the five songs.</li> <li>● To choose one song and be able to talk about:                             <ul style="list-style-type: none"> <li>○ Its 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> <li>○ Name some of the instruments they heard in the song</li> </ul> </li> <li>To choose one song and be able to talk about:                             <ul style="list-style-type: none"> <li>● Some of the style indicators of that song (musical characteristics that give the song its style).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● To know five songs from memory, who sang or wrote them, when they were written and why?</li> <li>● To know the style of the songs and to name other songs from the Units in those styles.</li> <li>● To choose three or four other songs and be able to talk about:                             <ul style="list-style-type: none"> <li>○ 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, pitch and timbre)</li> <li>○ Identify the structure of the songs (intro, verse, chorus etc.)</li> <li>○ Name some of the instruments used in the songs</li> <li>○ The historical context of the songs. What else was going on at this time, musically and historically?</li> <li>○ Know and talk about that fact that we each have a musical identity</li> </ul> </li> </ul>

<p><b>Games</b></p>		<ul style="list-style-type: none"> <li>● To know that music has a steady pulse, like a heartbeat.</li> <li>● To know that we can create rhythms from words, our names, favourite food, colours and animals.</li> <li>● To know that we can create rhythms from words, our names, favourite food, colours and animals.</li> <li>● Rhythms are different from the steady pulse.</li> <li>● We add high and low sounds, pitch, when we sing and play our instruments.</li> </ul>	<ul style="list-style-type: none"> <li>● Know how to find and demonstrate the pulse.</li> <li>● Know the difference between pulse and rhythm.</li> <li>● Know how pulse, rhythm and pitch work together to create a song.</li> <li>● Know that every piece of music has a pulse/steady beat.</li> <li>● Know the difference between a musical question and an answer.</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>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 and how they connect in a song</li> <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><b>Singing</b></p>		<ul style="list-style-type: none"> <li>● To confidently sing or rap five songs from memory and sing them in unison.</li> <li>● To confidently know and sing five songs from memory.</li> <li>● To know that unison is everyone singing at the same time.</li> </ul>	<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,</li> </ul>	<ul style="list-style-type: none"> <li>● To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</li> <li>● To know about the style of the songs so you can represent the feeling and context to your audience</li> <li>● To choose a song and be able to talk about:             <ul style="list-style-type: none"> <li>○ Its main features</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>● Songs include other ways of using the voice e.g. rapping (spoken word).</li> <li>● To know why we need to warm up our voices.</li> </ul>	<p>but that you must listen to each other</p> <ul style="list-style-type: none"> <li>● To know why you must warm up your voice.</li> </ul>	<ul style="list-style-type: none"> <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 and explain the importance of warming up your voice</li> </ul>
<b>Playing</b>		<ul style="list-style-type: none"> <li>● Learn the names of the notes in their instrumental part from memory or when written down.</li> <li>● Learn the names of the instruments they are playing.</li> </ul>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● The instruments used in class (a glockenspiel, a recorder)</li> </ul> <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>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>
<b>Improvisation</b>		<ul style="list-style-type: none"> <li>● Improvisation is about making up your own tunes on the spot.</li> <li>● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>● Everyone can improvise!</li> </ul> <ul style="list-style-type: none"> <li>● Everyone can improvise, and you can use one or two notes.</li> </ul>	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>● Improvisation is making up your own tunes on the spot</li> <li>● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them</li> <li>● To know that using one or two notes confidently is better than using five</li> <li>● To know that if you improvise using the notes you are given, you cannot make a mistake.</li> </ul>	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>● Improvisation is making up your own tunes on the spot</li> <li>● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>● To know that using one, two or three notes confidently is better than using five</li> <li>● To know that if you improvise using the notes you are given, you cannot make a mistake</li> </ul>

			<ul style="list-style-type: none"> <li>To know that you can use some of the riffs you have heard in the Challenges in your improvisations</li> </ul>	<ul style="list-style-type: none"> <li>To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations</li> <li>To know three well-known improvising musicians</li> </ul>
<b>Composition</b>		<ul style="list-style-type: none"> <li>Composing is like writing a story with music.</li> <li>Everyone can compose.</li> </ul>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>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.</li> <li>Different ways of recording compositions (letter names, symbols, audio etc.)</li> </ul>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>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.</li> <li>A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</li> <li>Notation: recognise the connection between sound and symbol</li> </ul>
<b>Performance</b>		<ul style="list-style-type: none"> <li>A performance is sharing music with other people, called an audience.</li> <li>A performance can be a special occasion and</li> </ul>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>Performing is sharing music with other people, an audience</li> <li>A performance doesn't have to be a drama! It can be to one person or to each other</li> </ul>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>Performing is sharing music with an audience with belief</li> </ul>

		<p>involve a class, a year group or a whole school.</p> <ul style="list-style-type: none"> <li>● An audience can include your parents and friends.</li> </ul>	<ul style="list-style-type: none"> <li>● You need to know and have planned everything that will be performed</li> <li>● You must sing or rap the words clearly and play with confidence</li> <li>● A performance can be a special occasion and involve an audience including of people you don't know</li> <li>● It is planned and different for each occasion</li> <li>● It involves communicating feelings, thoughts and ideas about the song/music.</li> </ul>	<ul style="list-style-type: none"> <li>● A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>● Everything that will be performed must be planned and learned</li> <li>● You must sing or rap the words clearly and play with confidence</li> <li>● A performance can be a special occasion and involve an audience including of people you don't know</li> <li>● It is planned and different for each occasion</li> <li>● A performance involves communicating ideas, thoughts and feelings about the song/music</li> </ul>
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