

Music Key Knowledge Progression

	Musicianship	Listening/ Appraising	Singing	Improvising/Composing	Performing
EYFS	<ul style="list-style-type: none"> Explore and Create Activities that embed pulse, rhythm and pitch. 	<ul style="list-style-type: none"> Listen to a range of Nursery Rhymes and Songs for younger children. 	<ul style="list-style-type: none"> Explore Voices Sing a range of Nursery Rhymes/Songs for young ch. 	<ul style="list-style-type: none"> Play games with instruments to find the pulse. 	<ul style="list-style-type: none"> Use classroom instruments to perform with a range of songs.
Year 1	<ul style="list-style-type: none"> Use body percussion, instruments and voices. Find/keep a steady beat. Difference between rhythm or pitch patterns. Copy back -long and short- Copy back- high and low. 	<ul style="list-style-type: none"> Move/dance with the music. Find the steady beat. Recognise some instruments. Tempo -fast or slow. Dynamics- loud and quiet. Begin to understand about different styles of music. 	<ul style="list-style-type: none"> Sing, rap, rhyme, chant and use spoken word. Demonstrate singing posture. Sing songs from memory. Copy back intervals (high, low). Sing in unison. 	<ul style="list-style-type: none"> Explore notes on instruments and improvise along with songs. Begin to create a rhythm pattern and a pitch pattern. 	<ul style="list-style-type: none"> Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation.
Year 2	<ul style="list-style-type: none"> Sing short phrases independently. Begin to play Recorder and Glockenspiel with increasing accuracy. 	<ul style="list-style-type: none"> Join in sections of the song. Start to talk about styles of music. 	<ul style="list-style-type: none"> Sing as part of a larger group in unison Sing to communicate the meaning of words Talk about what song means. Sing simple parts, join in sections 	<ul style="list-style-type: none"> Create musical sound effects/short sequences of sounds in response to music. Use simple notation. Create and perform rhythm patterns with letters and some simple stick notation. Use tech to create/combine sounds. 	<ul style="list-style-type: none"> Practise, rehearse and share a song, from memory or with notation, and with confidence. Actions can be practised and included in performance. Talk about difference between rehearse/perform.
Year 3	<ul style="list-style-type: none"> Copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests. Copy back and improvise simple melodic patterns. 	<ul style="list-style-type: none"> Share thoughts and feelings about the music Find the beat/groove. Change the speed of the clapping beat as the tempo of the music changes. Identify male/ female voice. Talk about the style of the music. 	<ul style="list-style-type: none"> Sing a range of unison songs, styles and structures. Perform action songs confidently and in time. Sing from memory and/or notation. Sing following the beat. Sing with attention to clear diction. Sing expressively, with meaning. Understand/follow conductor. 	<ul style="list-style-type: none"> Simple improvising (using voices, and/or instruments) Invent 'on-the-spot' responses using note-range. Compose over simple groove/drone. Create music with B/M/E Start to use simple structures of music. Compose accompaniments using known rhythms. 	<ul style="list-style-type: none"> Play and perform melodies following staff notation, using a small range. Talk about what the song means and why it was chosen to share. Reflect on feelings about sharing and performing, eg excitement, nerves, enjoyment.
Year 4	<ul style="list-style-type: none"> To treat instruments carefully and with respect. Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation. Listen to and follow musical instructions from a leader. Experience leading the playing by making sure everyone plays in the playing section of the song. 	<ul style="list-style-type: none"> To confidently identify and move to the pulse. Talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). Talk about the music and how it makes them feel. Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words. 	<ul style="list-style-type: none"> Sing in unison and in simple two-parts. Demonstrate a good singing posture. Follow a leader when singing. Enjoy exploring singing solo. Sing with awareness of being 'in tune'. Rejoin the song if lost. Listen to the group when singing. 	<ul style="list-style-type: none"> Know Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. 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 	<ul style="list-style-type: none"> Brass – Wider Opportunities
Year 5	<ul style="list-style-type: none"> Listen and copy rhythmic patterns made of Different notes and their rests, by ear or from notation. 	<ul style="list-style-type: none"> Some of the style indicators of the songs The lyrics 	<ul style="list-style-type: none"> To sing in unison and to sing backing vocals. To enjoy exploring singing solo. 	<ul style="list-style-type: none"> Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. 	<ul style="list-style-type: none"> To choose what to perform and create a programme.

	<ul style="list-style-type: none"> Copy back melodic patterns using a wider range of notes 	<ul style="list-style-type: none"> Any musical dimensions (eg texture, dynamics, tempo, rhythm and pitch) Identify the main sections of the songs (intro, verse, chorus etc.) Name some of the instruments they heard in the songs The historical context of the songs. What else was happening at this time? 	<ul style="list-style-type: none"> To demonstrate a good singing posture. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'. 	<ul style="list-style-type: none"> Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). 	<ul style="list-style-type: none"> To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it – "What went well?" and "It would have been even better if...?"
Year 6	<ul style="list-style-type: none"> Listen and copy rhythmic patterns made of a wider range of notes and rests. Copy back more complex melodic patterns 	<ul style="list-style-type: none"> To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Use musical words when talking about the songs. To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel, using musical language to describe the music. 	<ul style="list-style-type: none"> To sing with increasing focus on being in tune Sing in harmony and it parts with backing vocals 	<ul style="list-style-type: none"> ● Create simple melodies using five different notes and rhythms that work musically together. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition using graphic/pictorial notation. 	<ul style="list-style-type: none"> To record the performance and compare it to a previous performance giving points for improvement including discuss and talk musically about it – "What went well?" and "It would have been even better if...?"