

Music – Substantive Knowledge Progression Document

This document outlines the progression of music objectives, separated into the following areas:

<p>Listen and Appraise:</p> <ul style="list-style-type: none"> - Knowledge of genres and themes - Knowledge of instruments - Structure of a song - Technical knowledge 	<p>Sing, Explore and Create:</p> <ul style="list-style-type: none"> - Rhythm and pulse - Pitch - Playing an instrument - Reading musical notation - Improvising - Composing - Singing 	<p>Perform:</p> <ul style="list-style-type: none"> - Singing - Playing an instrument - Evaluating 	<p>Key Vocabulary</p>
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	Early Years	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Opportunities to Perform	Nativity Performance	Harvest Performance KS1 Disney Songs	Easter Performance Y4 Glockenspiel Concert (Wider Opportunities)	Y5/6 End of Year Concert

	Nursery 1 (Age 2 – 3)	Nursery 2 (Age 3 – 4)	Reception (Age 4 – 5)	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Listen and Appraise: Knowledge of Genres and		<ul style="list-style-type: none"> I can share likes and dislikes about a piece of music. 	<ul style="list-style-type: none"> I can talk about how music makes me feel. 	<ul style="list-style-type: none"> I know that there are different genres of music. (CyA:Sp1;CyA:Su1) I know what reggae music is. (CyA:Sp2) I know what rock music is. (CyB:Sp2) 	<ul style="list-style-type: none"> I know that different themes can be portrayed through music. (CyA&B:Sp1;Su1:Su2) I can identify the theme of a song. (CyB:Sp1) 	<ul style="list-style-type: none"> I can describe the style indicators in piece of music.(CyB:Au1;CyB:Sp1;CyBSp2) I know about the music of different artists. (CyB:Su1)
Listen and Appraise: Knowledge of Instruments	<ul style="list-style-type: none"> I can explore a range of sound makers and instruments, and play them in different ways. I can listen with increased attention to sounds. <ul style="list-style-type: none"> I can listen with increased attention to sounds. 	<ul style="list-style-type: none"> I can explore sounds that can be made from percussion. 	<ul style="list-style-type: none"> I can describe the sounds that I can hear. I can describe instrument sounds. 	<ul style="list-style-type: none"> I know the names of some instruments. (CyA:Au2;CyB:Au2;Sp1) I know what a percussion instrument is. (CyA:Su1) I can identify the sound of a percussion instrument in a song. (CyA:Su1) 	<ul style="list-style-type: none"> I can identify the instruments and voices that I can hear in a piece of music. (CyA&B:Sp1) I know the names of the following musical instruments or types of vocal: bass, drums, electric guitar, keyboard, organ, male or female vocals and backing vocals. (CyB:Sp1) 	<ul style="list-style-type: none"> I know the names of the following musical instruments or types of vocal: loops, samples, decks, scratching, drums, bass, synthesiser and rapper. (CyA:Sp2)
Listen and Appraise: Structure of a Song				<ul style="list-style-type: none"> I know what a chorus is. (CyA:Au1;CyA:Su1;CyB:Su2) 	<ul style="list-style-type: none"> I can identify the structure of a song: introduction, verse and chorus. (CyA&B:Au1;Au2) I can identify the repeated patterns of a song. (CyA:Au2) 	<ul style="list-style-type: none"> I know what the bridge of a song is. (CyA:Au1;Su1;CyB:Au1;Sp1;Sp2) I know what the tag ending of a song is. (CyA:Sp1) I know what the interlude of a song is. (CyA:Sp2) I know what the instrumentals of a strong are. (CyB:Sp1;Sp2)

Listen and Appraise: Technical Knowledge				<p>Pulse:</p> <ul style="list-style-type: none"> I know that the pulse is the heartbeat of the music. (CyA: Au1; Su2; CyB: Au1; Au2; Sp2; Su1; Su2) <p>Rhythm</p> <ul style="list-style-type: none"> I know that the rhythm is different from the pulse. (CyA: Au1; Su2; CyB: Su2) I know that the rhythm is sound pattern. (CyA: Au1; CyB: Au1; Au2; Sp2; Su1) <p>Melody</p> <ul style="list-style-type: none"> I know what a melody is. (CyB: Sp1) <p>Pitch</p> <ul style="list-style-type: none"> I know that the pitch is high or low sounds. (CyA: Su2; CyB: Su2) 	<p>Pulse</p> <ul style="list-style-type: none"> I know that a change in the pulse can result in a change in the tempo of the music. (CyA&B: Su1; Su2) <p>Dynamics</p> <ul style="list-style-type: none"> I know what dynamics are. (CyA&B: Su1; CyA&B: Su2) 	<ul style="list-style-type: none"> I can describe the pulse of the music, analysing the tempo, dynamics and texture. (CyA: Au1; Sp1; Sp2; CyB: Au1; Sp1; Sp2) I can talk about the musical dimensions in a piece of music. (CyB:; Au1; Sp1; Sp2)
Sing, Explore and Create: Rhythm and Pulse	<ul style="list-style-type: none"> I can make rhythmical and repetitive sounds. 	<ul style="list-style-type: none"> I can make rhythmical and repetitive sounds. 	<ul style="list-style-type: none"> I can make rhythmical and repetitive sounds. I can perform songs, rhymes, poems and stories and move in time with the music. 	<ul style="list-style-type: none"> I can clap back rhythms. (CyB: Au2) 		
Sing, Explore and Create: Pitch			<ul style="list-style-type: none"> I can experiment with changing my voice with different tempo, pitch and dynamics. 	<ul style="list-style-type: none"> I know that the pitch is high or low sounds that we add to the pulse and the rhythm when we sing or play an instrument. (CyA: Sp2) I can create high and low sounds (different pitches) when I sing. (CyA&CyB: Au1) I can use my voice to show different pitches of sound. (CyB: Au2) 		

Sing, Explore and Create: Playing an Instrument	<ul style="list-style-type: none"> I can explore a range of sound makers and instruments, and play them in different ways. 	<ul style="list-style-type: none"> I can explore sounds that can be made from percussion. 	<ul style="list-style-type: none"> I can explore musical instruments including body percussions. 	<ul style="list-style-type: none"> I know how to hold the glockenspiel sticks correctly. (CyA: Au2; Sp2; Su1; Su2; CyB: Sp1; Sp2; Su1; Su2) I can play in time to the music, using the following notes: G, A and C. (CyA: Au2) I can play in time to the music, using the following notes: C and D. (CyA: Sp2; CyB: Sp2) I can play in time to the music, using the following notes: D, F and C. (CyA: Su1) I can play in time to the music, using the following notes: E and G. (CyB: Sp1) 	<ul style="list-style-type: none"> I know how to find the notes on a glockenspiel. (CyA: Au1; Au2; CyB: Au1; Au2) I can play the notes F, G and C accurately and in time as part of a performance. (CyA&B: Au1) 	<ul style="list-style-type: none"> I can play the glockenspiel in unison with my peers. (CyA: Sp1) I can play the notes A, G and B from musical notation. (CyB: Au1; Sp2) I can play the notes C, D and E from musical notation. (CyA: Sp1) I can play the notes G and A from musical notation. (CyA: Su1)
Sing, Explore and Create: Reading Musical						<ul style="list-style-type: none"> I know that musical notes can be represented on paper (musical notation). I can read the notes D and E. (CyA: Sp2) I can read the notes F and G. (CyA: Su1) I can read the notes A and G. (CyB: Au1; Sp2)
Sing, Explore and Create: Improvising				<ul style="list-style-type: none"> I can play the note C on the glockenspiel when I improvise along to a backing track. (CyA: Au2; CyB: Sp1) I can improvise, using the note F. (CyB: Sp2) 	<ul style="list-style-type: none"> I can improvise along to a backing track. (CyA&B: Su2) I can improvise when playing along to music, using the notes C and D. (CyA&B: Au1; Au2; Sp1) I can improvise when playing along to music, using the notes C, A and G. (CyA&B: Su1) 	<ul style="list-style-type: none"> I can improvise within a performance, using the notes C and D. (CyA: Sp1) I can improvise within a performance, using the notes D and E. (CyA: Sp2; Su1) I can improvise within a performance, using the notes A and G. (CyB: Au1; Sp2)

Sing, Explore and Create: Composing		<ul style="list-style-type: none"> I can create my own songs using musical accompaniments. 	<ul style="list-style-type: none"> I can compose and adapt my own music, using my voice and with instruments. 	<ul style="list-style-type: none"> I can compose a simple melody on a glockenspiel, using the notes C and D. (CyA: Au2) I can compose a simple melody, using the notes C, D and E. (CyA: Sp2) I can compose a simple melody, using the notes E and G. (CyB: Sp1) I can compose a simple melody, using the notes F, G and A. (CyB: Sp2) 	<ul style="list-style-type: none"> I can compose a simple melody, using the notes C, D and E. (CyA&B: Au1; Au2) I can compose a simple melody, using the notes G, A and B. (CyA&B: Sp1) I can compose a simple melody, using the notes G, A and G. (CyA&B: Su1) I can compose simple melodies. (CyA&B: Su2) 	<ul style="list-style-type: none"> I can compose a melody and use this as part of a performance. (CyA: Au1) I can compose a melody using simple rhythms, using the notes C, D and E. (CyA: Sp1; CyA: Su1) I can play the notes G and A by ear and from musical notation. (CyA: Sp2) I can compose a melody using simple rhythms, using the notes D, E and F. (CyA: Sp2) I can compose a melody using simple rhythms, using the notes A, G and B. (CyB: Au1) I can compose a melody using simple rhythms, using the notes A, G and E. (CyB: Sp2) I can plan a composition. (CyB: Su1) I can explain the key themes I have used when creating lyrics for a song. (CyB: Su1)
Sing, Explore and Create: Singing	<ul style="list-style-type: none"> I can join in with songs and rhymes, making some sounds. 	<ul style="list-style-type: none"> I can join in with simple repetitive rhymes and songs. 	<ul style="list-style-type: none"> I can sing simple, well-known songs and rhymes, sometimes singing in tune. 	<ul style="list-style-type: none"> I can sing in time to music. (CyA&B: Au1) I can sing in unison, and in two parts. (CyB: Su1) 	<ul style="list-style-type: none"> I can sing in two parts. (CyA: Sp2; CyB: Au1; Au2; Su2) 	<ul style="list-style-type: none"> I can sing in unison. (CyA: Au1)
Perform: Singing	<ul style="list-style-type: none"> I can enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. 	<ul style="list-style-type: none"> I can perform songs and dances in a Christmas performance. 	<ul style="list-style-type: none"> I can join in with the words to songs and use actions in a Christmas performance. 	<ul style="list-style-type: none"> I can sing in unison with my friends. (CyA: Sp1; CyB: Su2) 	<ul style="list-style-type: none"> I can sing in two parts. (CyA&B: Sp1; Sp2; Su1) I can contribute to a performance by singing. (CyA&B: Sp2) I can sing in unison with my friends. (CyA&B: Sp2) 	<ul style="list-style-type: none"> I can contribute to a performance by singing, play an instrumental part, improvising or by performing my composition. (CyA: Au2; Su2; CyB: Au2; Su2) I can join in with singing in rounds. (CyA: Su2; CyB: Au2; Su2)

Perform: Playing an Instrument		<ul style="list-style-type: none"> I can follow a teacher's signal / instructions when playing instruments (play, stop, louder and quieter). 	<ul style="list-style-type: none"> I can play instruments in time and in a simple composition. 	<ul style="list-style-type: none"> I can play in time to music, using a range of notes. (CyA:Su2;CyB:Su2) I can play accurately in time to the music, using the note: C. (CyB:Su1) 	<ul style="list-style-type: none"> I can play the notes G and A accurately and in time as part of a performance. (CyA&B:Su2) I can play the notes C and A accurately and in time as part of a performance. (CyA&B:Su1) I can play a glockenspiel accurately and in time to the music. (CyA&B:Su2) 	<ul style="list-style-type: none"> I can contribute to a performance by singing, play an instrumental part, improvising or by performing my composition. (CyA:Su2;Su2;CyB:Su2;Su2)
Perform: Evaluation				<ul style="list-style-type: none"> I can say what I liked or disliked about my performance. (CyA:Sp1) 	<ul style="list-style-type: none"> I know what a performance is. (CyA&B:Sp2) I know what an audience is. (CyA&B:Sp2) I can discuss my thoughts and feelings about my performance. (CyA&B:Sp2) 	<ul style="list-style-type: none"> I know that I am performing for an audience and must plan my performance to suit the audience. (CyA:Su2;Su2;CyB:Su2;Su2) I can reflect on my performance. (CyA:Su2;Su2;CyB:Sp1;Su2;CyB:Su2;Sp1)
Key Vocabulary	sing clap song listen hear	instrument move play quiet loud stop start	loud quiet fast slow instruments percussion shout whisper high low performance	pulse rhythm pattern chorus glockenspiel melody genre in time reggae rock pitch percussion	notes structure parts improvise compose repeated pattern themes vocals bass organ performance audience unison tempo dynamics introduction verse	bridge dimensions style indicators texture composition rounds by ear artist instrumental part musical notation mimim crotchet quaver tag ending interlude loops