Progression of Knowledge and Skills in Music

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|  | **Reception** | **Year 1** | **Year 2** |
| **Listen and appraise** | Knowledge● To know nursery rhymes off by heart. ● To know the stories of some of the nursery rhymes.Skills● To learn that music can touch your feelings. ● To enjoy moving to music by dancing, marching, being animals or Pop stars. | Knowledge● To know five songs off by heart. ● To know what the songs are about. ● To know and recognise the sound and names of some of the instruments they use.SkillsTo learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. | Knowledge● To know five songs off by heart. ● To know that some songs have a chorus or a response/answer part. ● To know that songs have a musical style.Skills● To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. ● To learn how songs can tell a story or describe an idea. |
| **Musical activities/games** | Knowledge●To know that we can move with the pulse of the music. ● To know that the words of songs can tell stories and paint pictures.Skills●To find the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse. ● To copy basic rhythm patterns of single words, building to short phrases from the song/s. ● To explore high and low using voices and sounds of characters in the songs. Listen to high-pitched and low-pitched sounds on a glockenspiel. ● To invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song.  | Knowledge● To know that music has a steady pulse, like a heartbeat. ● To know that we can create rhythms from words, our names, favourite food, colours and animals.Skills●To choose an animal and find the pulse ● To listen to the rhythm and clap back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat. ● To create rhythms for others to copy ● To use voices to copy back using ‘la’, whist marching to the steady beat (vocal warm up)● To listen and sing back some different vocal warm-ups.  | Knowledge● To know that music has a steady pulse, like a heartbeat. ● To know that we can create rhythms from words, our names, favourite food, colours and animals. ● To know that rhythms are different from the steady pulse. ● To know that we add high and low sounds (pitch) when we sing and play our instruments. Skills●To choose an animal and find the pulse ● To listen to the rhythm and clap back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat. ● To create rhythms for others to copy ● To use voices to copy back using ‘la’, whist marching to the steady beat (vocal warm up)● To listen and sing back some different vocal warm-ups. |
| **Singing** | Knowledge● To sing or rap nursery rhymes and simple songs from memory. ● To know that songs have sections.Skills● To sing along with a pre-recorded song and add actions. ● To sing along with the backing track. | Knowledge●To confidently sing or rap five songs from memory and sing them in unison.Skills● To learn about voices, singing notes of different pitches (high and low). ● To learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. ● To learn to start and stop singing when following a leader. | Knowledge● To confidently know and sing five songs from memory.● To know that unison is everyone singing at the same time.● To know that songs can include other ways of using the voice e.g. rapping (spokenword).● To know why we need to warm up our voices.Skills● To learn about voices singing notes of different pitches (high and low).● To learn that they can make different types of sounds with their voices –you can rap (spoken word with rhythm).● To learn to find a comfortable singing position.● To learn to start and stop singing when following a leader. |
| **Playing** | Knowledge● To explore making sounds with a range of untuned percussion instruments.● To know some ways to use their body as a percussion instrument. ● To learn the names of some of the instruments they are playing.Skills● To treat instruments carefully and with respect.  | Knowledge● To learn the names of the notes in their instrumental part from memory or when written down. ● To learn the names of the instruments they are playing.Skills● To treat instruments carefully and with respect. ● To play a tuned instrumental part with the song they perform. ● To learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part).● To listen to and follow musical instructions from a leader. | Knowledge● To 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. ● Skills●To treat instruments carefully and with respect. ● To learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). ● To play the part in time with the steady pulse. ● To listen to and follow musical instructions from a leader. |  |
| **Improvising** |  | Knowledge● To know that improvisation is making up your own tunes on the spot. ● To know that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. ● Everyone can improvise, and you can use one or two notes. Skills●To listen and clap back, then listen and clap your own answer (rhythms of words)●To use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.●To take it in turns to improvise using one or two notes. | Knowledge● To know that improvisation is making up your own tunes on the spot. ● To know that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. ● Everyone can improvise, and you can use one or two notes. Skills●To listen and clap back, then listen and clap your own answer (rhythms of words)●To use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.●To take it in turns to improvise using one or two notes. |  |
| **Composing** |  | Knowledge● To know that composing is like writing a story with music.● To know that everyone can compose. Skills● To help create three simple melodies with the units using one, three or five different notes. ● To learn how the notes of the composition can be written down and changed if necessary. | Knowledge● To know that composing is like writing a story with music.● To know that everyone can compose. Skills● To help create three simple melodies with the units using one, three or five different notes. ● To learn how the notes of the composition can be written down and changed if necessary. |  |
| **Share and perform** | Knowledge● To know a performance is sharing musicSkills● To perform any of the nursery rhymes by singing and adding actions or dance. ● To perform any nursery rhymes or songs adding a simple instrumental part. ● Record the performance to talk about. | Knowledge● To know a performance is sharing music with other people, called an audience.Skills● To choose a song they have learnt from the scheme and perform it. ● To add their ideas to the performance. ● Record the performance and say how they were feeling about it. | Knowledge● To know a performance is sharing music with an audience.● To know a performance can be a special occasion and involve a class, a year group or a whole school. ● To know an audience can include your parents and friends.Skills ● To choose a song they have learnt from the scheme and perform it. ● To add their ideas to the performance. ● Record the performance and say how they were feeling about it. |  |