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.  Skills  To 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 (spoken  word).  ● 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 music  Skills  ● 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. |  |