Progression of Knowledge and Skills in Music

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|  | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Listening and appraising** | Knowledge  ● To know two songs from memory and who sang them or wrote them.  ● To know the style of the songs.  RnB  Reggae  ● To choose one song and be able to talk about:  ○ Its lyrics: what the song is about  ○ Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)  ○ Identify the main sections of the song (introduction, verse, chorus etc.)  ○ Name some of the instruments they heard in the song  Skills  To identify and move to the pulse.  ● To think about what the words of a song mean.  ● To take it in turns to discuss how the song makes them feel.  ● Listen carefully and respectfully to other people’s thoughts about the music. | Knowledge  To know two songs from memory and who sang them or wrote them.  To know the style of the songs.  Pop - ABBA  Gospel  ●To choose one song and be able to talk about:  ○ Some of the style indicators of that song (musical characteristics that give the song its style).  ○The lyrics: what the song is about.  ○ Some musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch).  ● Identify the main sections of the song (introduction, verse, chorus etc).  ● Name some of the instruments they heard in the song.  Skills  To confidently identify and move to the pulse. ● To 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. | Knowledge  ● To know three songs from memory, who sang or wrote them, when they were written and, if possible, why?  ● To know the style of the songs and to name other songs from the  units in those styles.  Rock  Pop Ballads  Motown  ● To choose other songs and be able to talk about:  ○ Some of the style indicators of the songs (musical characteristics that give the songs their style)  ○ The lyrics: what the songs are about  ○ Some musical dimensions featured in the songs and where they are used (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 going on at  this time?  Skills  ● To identify and move to the pulse with ease. ● 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.  ● Listen carefully and respectfully to other people’s thoughts about the music.  ● 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. | Knowledge  ● To know three songs from memory, who sang or wrote them, when they were written and why?  ● To know the style of the songs and to name other songs from the units in those styles.  Pop/Neo Soul  Bacharach and Blues  Pop – Music of Carole King  ● To choose other songs and be able to talk about:  ○ The style indicators of the songs (musical characteristics that give the songs their style)  ○ The lyrics: what the songs are about  ○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre)  ○ Identify the structure of the songs (intro, verse, chorus etc.)  ○ Name some of the instruments used in the songs  ○ The historical context of the songs. What else was going on at this time, musically and historically?  ○ Know and talk about the fact that we each have a musical identity  Skills  To identify and move to the pulse with ease.  ● 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.  ● Listen carefully and respectfully to other people’s thoughts about the music.  ● Confidently 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 |
| **Games** | Knowledge  ● Know how to find and demonstrate the pulse.  ● Know the difference between pulse and rhythm.  ● Know how pulse, rhythm and pitch work together to create a song.  ● Know that every piece of music has a pulse/steady beat.  ● Know the difference between a musical question and an answer.  Skills  Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using two notes: | Knowledge  Know and be able to talk about:  ● How pulse, rhythm and pitch work together  ● Pulse: Finding the pulse – the heartbeat of the music  ● Rhythm: the long and short patterns over the pulse  ● Know the difference between pulse and rhythm  ● Pitch: High and low sounds that create melodies  ● How to keep the internal pulse  ● Musical Leadership: creating musical ideas for the group to copy or  respond to  Skills  Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using two notes: | Knowledge  Know and be able to talk about:  ● How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song ● How to keep the internal pulse  ● Musical Leadership: creating musical ideas for the group to copy or respond to  Skills  Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using three notes: | Knowledge  Know and be able to talk about:  ● How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music  ● How to keep the internal pulse  ● Musical Leadership: creating musical ideas for the group to copy or respond to  Skills  Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using three notes: |
| **Singing** | Knowledge  To know and be able to talk about:  ● Singing in a group can be called a choir  ● Leader or conductor: A person who the choir or group follow  ● Songs can make you feel different things e.g. happy, energetic or sad ● Singing as part of an ensemble or large group is fun, but that you must listen to each other  ● To know why you must warm up your voice  Skills  ● To sing in unison and in simple two-parts.  ● To demonstrate a good singing posture.  ● To follow a leader when singing.  ● To enjoy exploring singing solo.  ● To sing with awareness of being ‘in tune’.  ● To have an awareness of the pulse internally when singing. | Knowledge  To know and be able to talk about:  ● Singing in a group can be called a choir  ● Leader or conductor is a person who the choir or group follow  ● Songs can make you feel different things e.g. happy, energetic or sad ● Singing as part of an ensemble or large group is fun, but that you must listen to each other  ● Texture: How a solo singer makes a thinner texture than a large group  ● To know why you must warm up your voice  Skills  ● To sing in unison and in simple two-parts.  ● To demonstrate a good singing posture.  ● To follow a leader when singing.  ● To enjoy exploring singing solo.  ● To sing with awareness of being ‘in tune’.  ● To rejoin the song if lost.  ● To listen to the group when singing | Knowledge  ● To know and confidently sing three songs and their parts from memory, and to sing them with a strong internal pulse.  ● To choose a song and be able to talk about:  ○ Its main features  ○ Singing in unison, the solo, lead vocal, backing vocals or rapping  ○ To know what the song is about and the meaning of the lyrics  ○ To know and explain the importance of warming up your voice  Skills  ● To sing in unison and to sing backing vocals.  ● To enjoy exploring singing solo. To listen to the group when singing.  ● To demonstrate a good singing posture.  ● To follow a leader when singing.  ● To experience 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’. | Knowledge  ● To know and confidently sing three songs and their parts from memory, and to sing them with a strong internal pulse.  ● To know about the style of the songs so you can represent the feeling and context to your audience  ● To choose a song and be able to talk about:  ○ Its main features  ○ Singing in unison, the solo, lead vocal, backing vocals or  rapping  ○ To know what the song is about and the meaning of the lyrics  ○ To know and explain the importance of warming up your voice  Skills  ● To sing in unison and to sing backing vocals. ● To demonstrate a good singing posture.  ● To follow a leader when singing.  ● To listen to each other and be aware of how you fit into the group.  ● To sing with awareness of being ‘in tune’. |
| **Playing** | Knowledge  To know and be able to talk about: ● The instruments used in class (a glockenspiel, a recorder, a ukulele and the boomwhackers)  Skills  ● To treat instruments carefully and with respect.  ● Play any one, or all of 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.  ● To rehearse and perform their part within the context of the unit song.  ● To listen to and follow musical instructions from a leader. | Knowledge  To know and be able to talk about:  ● The instruments used in class (a glockenspiel, recorder or violin).  ● Other instruments they might play or be played in a band or orchestra or by their friends.  Skills  ● 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.  ● To rehearse and perform their part within the context of the unit song.  ● To listen to and follow musical instructions from a leader.  ● To experience leading the playing by making sure everyone plays in the playing section of the song. | Knowledge  To know and be able to talk about:  ● Different ways of writing music down – e.g. staff notation, symbols  ● The notes C, D, E, F, G, A, B + C on the treble stave  ● The instruments they might play or that might be played in a band or orchestra or by their friends (including the glockenspiel and the violin)  Skills  Play a musical instrument with the correct technique within the context of the unit song.  ● Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.  ● To rehearse and perform their part within the context of the unit song.  ● To listen to and follow musical instructions from a leader.  ● To lead a rehearsal session. | Knowledge  To know and be able to talk about:  ● Different ways of writing music down – e.g. staff notation, symbols  ● The notes C, D, E, F, G, A, B + C on the treble stave  ● The instruments they might play or that might be played in a band or orchestra or by their friends (including the glockenspiel, ukulele, the boomwhackers and drums)  Skills  ● Play a musical instrument with the correct technique within the context of the unit song.  ● Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts  ● To rehearse and perform their part within the context of the unit song.  ● To listen to and follow musical instructions from a leader.  ● To lead a rehearsal session. |
| **Improvising** | Knowledge  To know and be able to talk about improvisation:  ● 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 using one or two notes confidently is better than using five  ● To know that if you improvise using the notes you are given, you cannot make a mistake  Skills  Improvise using instruments in the context of the song they are learning to  perform. Using the improvisation tracks provided, children will complete the  Bronze, Silver or Gold Challenges: | Knowledge  To know and be able to talk about improvisation:  ● 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 using one or two notes confidently is better than using five  ● 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  Skills  Improvise using instruments in the context of a song they are learning to perform. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges. | Knowledge  To know and be able to talk about improvisation:  ● 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 using one, two or three notes confidently is better than using five  ● 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 and licks you have learnt in the challenges in your improvisations ● To know three well-known improvising musicians  Skills  Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges. | Knowledge  To know and be able to talk about improvisation:  ● 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 using one, two or three notes confidently is better than using five  ● 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 and licks you have learnt in the Challenges in your improvisations ● To know three well-known improvising musicians  Skills  Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.  1. Play and Copy Back 2. Play and Improvise  ● Classroom Jazz 2 – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern) |
| **Composing** | TKnowledge  To know and be able to talk about:  ● 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.  ● Different ways of recording compositions (letter names, symbols, audio etc.)  Skills  ● Help create at least one simple melody using one, three or five different notes.  ● Plan and create a section of music that can be performed within the context of the unit song.  ● Talk about how it was created.  ● Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.  ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). | Knowledge  To know and be able to talk about:  ● 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.  ● Different ways of recording compositions (letter names, symbols, audio etc.)  Skills  ● Help create at least one simple melody using one, three or all five different notes. ● Plan and create a section of music that can be performed within the context of the unit song.  ● Talk about how it was created.  ● Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.  ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). | Knowledge  To know and be able to talk about:  ● 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.  ● A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure  ● Notation: recognise the connection between sound and symbol  Skills  ● Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the unit song.  ● 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). | Knowledge  To know and be able to talk about:  ● How a composition is 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.  ● How a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure  ● Notation: recognise the connection between sound and symbol  Skills  ● Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the unit song.  ● 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). |
| **Performing** | Knowledge  To know and be able to talk about:  ● Performing is sharing music with other people, an audience  ● A performance doesn’t have to be a drama! It can be to one person or to each other ● You need to know and have planned everything that will be performed  ● You must sing the words clearly and play with confidence  ● A performance can be a special occasion and involve an audience including of people you don’t know  ● It is  planned and different for each occasion  ● It involves communicating feelings, thoughts and ideas about the song/music  Skills  ● To choose what to perform and create a programme.  ● To communicate the meaning of the words and clearly articulate them.  ● To talk about the best place to be when performing and how to stand or sit.  ● To record the performance and say how they were feeling, what they were pleased with what they would change and why. | Knowledge  To know and be able to talk about:  ● Performing is sharing music with other people, an audience  ● A performance doesn’t have to be a drama! It can be to one person or to each other ● You need to know and have planned everything that will be performed  ● You must sing or rap the words clearly and play with confidence  ● A performance can be a special occasion and involve an audience including of people you don’t know  ● It is planned and different for each occasion  ● It involves communicating feelings, thoughts and ideas about the song/music  Skills  To choose what to perform and create a programme.  ● Present a musical performance designed to capture the audience. ● To communicate the meaning of the words and clearly articulate them.  ● To talk about the best place to be when performing and how to stand or sit.  ● To record the performance and say how they were feeling, what they were pleased with what they would change and why. | Knowledge  To know and be able to talk about:  ● Performing is sharing music with other people, an audience  ● A performance doesn’t have to be a drama! It can be to one person or to each other ● Everything that will be performed must be planned and learned  ● You must sing or rap the words clearly and play with confidence  ● A performance can be a special occasion and involve an audience including of people you don’t know  ● It is planned and different for each occasion  ● A performance involves communicating ideas, thoughts and feelings about the song/music  Skills  To choose what to perform and create a programme.  ● 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...?” | Knowledge  To know and be able to talk about:  ● Performing is sharing music with an audience with belief  ● A performance doesn’t have to be a drama! It can be to one person or to each other ● Everything that will be performed must be planned and learned  ● You must sing or rap the words clearly and play with confidence  ● A performance can be a special occasion and involve an audience including of people you don’t know  ● It is planned and different for each occasion  ● A performance involves communicating ideas, thoughts and feelings about the song/music  Skills  To choose what to perform and create a programme.  ● 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...?” |