



Music – Knowledge Progression Document

Whole School: Long-Term Planning

<u>Areas of Learning:</u>	<u>National Curriculum Objectives:</u>	<u>National Curriculum Objectives:</u>
<p data-bbox="309 560 389 595"><u>EYFS</u></p> <p data-bbox="109 651 483 683"><i>Expressive Arts and designs.</i></p> <ul data-bbox="154 730 551 919" style="list-style-type: none"><li data-bbox="154 730 551 839">- <i>Exploring and using media and materials.</i><li data-bbox="154 887 450 919">- <i>Being imaginative.</i> <p data-bbox="109 967 517 999"><i>Communication and language.</i></p> <ul data-bbox="154 1046 510 1078" style="list-style-type: none"><li data-bbox="154 1046 510 1078">- <i>Listening and attention</i> <p data-bbox="109 1126 584 1158">http://www.hawkesley.bham.sch.uk</p> <p data-bbox="109 1206 286 1238">/Early-Years/</p>	<p data-bbox="741 560 1308 595"><u>KS1</u></p> <ul data-bbox="667 611 1429 1238" style="list-style-type: none"><li data-bbox="667 611 1429 759">• <i>Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes.</i><li data-bbox="667 791 1402 871">• <i>Pupils should be taught to play tuned and untuned instruments musically.</i><li data-bbox="667 903 1435 1046">• <i>Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music.</i><li data-bbox="667 1094 1402 1238">• <i>Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music.</i>	<p data-bbox="1783 560 1841 595"><u>KS2</u></p> <ul data-bbox="1518 611 2166 1366" style="list-style-type: none"><li data-bbox="1518 611 2166 775">• <i>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</i><li data-bbox="1518 791 2166 919">• <i>To improvise and compose music for a range of purposes using the inter-related dimensions of music.</i><li data-bbox="1518 935 2166 999">• <i>To listen with attention to detail and recall sounds with increasing aural memory.</i><li data-bbox="1518 1015 2166 1094">• <i>To use and understand staff and other musical notations.</i><li data-bbox="1518 1110 2166 1286">• <i>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</i><li data-bbox="1518 1302 2166 1366">• <i>To develop an understanding of the history of music.</i>

Year Group:	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p><u>Singing</u></p> <p><i>Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes.</i></p>	<p>To sing a range of well known nursery rhymes and songs</p> <p>Begins to build a collection of songs</p> <p>Perform songs and rhymes, poems and stories with others and when appropriate move in time with music</p>	<p>To make different sounds with voice, begin to sing in tune with some expression.</p> <p>To recall – through singing – some simple chants and rhymes.</p>	<p>To sing mostly in tune to simple, repetitive melodies.</p> <p>To use a range of expression in their voices to perform vocally.</p> <p>To sing accurately in unison in a group.</p>				
<p><u>Playing an instrument</u></p> <p><i>Pupils should be taught to play tuned and untuned instruments musically.</i></p>	<p>Chooses particular instruments for their own imaginative purposes</p> <p>Makes music in a range of ways</p>	<p>To use untuned instruments follow / indicate the pulse and express different rhythms.</p> <p>To use some tuned percussion (xylophones, whistles, glockenspiels, etc...) to play short melodies with a few notes.</p>	<p>To use untuned percussive instruments to play simple rhythmic patterns and join the pulse/beat.</p> <p>To use tuned percussion (recorders) to recall and play melodies, with a range of a few notes – middle pitch range (B, A, G).</p>				
<p><u>Listening & Appraising</u></p> <p><i>Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music.</i></p>	<p>Listen attentively and respond to what they hear with relative comments and actions.</p> <p>Make comments on what they have heard and ask questions to clarify their understandings</p>	<p>To listen to a piece of music and express an opinion, giving a reason why: <i>"I like it because it makes me feel happy and want to dance"</i>.</p> <p>To listen and appreciate to a</p>	<p>To listen to a piece of music and express an opinion, giving a greater reason why: <i>"I enjoyed the song because the chorus was catchy and it made me feel relaxed"</i>.</p>				

		range of music: live & recorded.	To listen and appreciate to a range of music: live & recorded.				
<p>Creating</p> <p><i>Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music.</i></p>	Perform songs and rhymes, poems and stories with others and when appropriate move in time with music	Using untuned percussive instruments (such as clapping, tapping or tuned instruments) to create short, rhythmic patterns.	Using tune instruments (recorder), to create music in response to different starting points (narratives). To create short, simple melodies using a range of middle-pitch notes (B, A, G).				
<p>Performing</p> <p><i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</i></p>	Perform songs and rhymes, poems and stories with others and when appropriate move in time with music			To play a range of middle pitch notes, producing a clear sound on tuned instruments (recorder). Both in solo and in ensemble contexts, to perform short-simple melodies by memory and to follow basic notation (with simple/repetitive indications pitch and rhythm).	To play an increased range of pitched notes, producing a clear sound on tuned instruments (cornet). To perform in both solo and in ensemble contexts. To perform short-simple melodies by memory and to follow basic notation (with simple/repetitive indications pitch and rhythm).	To maintain their part whilst others play theirs. Perform 'by ear'. Perform from simple notations. Improvise melodic/rhythmic phrases. Recognise basic structures.	Sing a harmony. Perform parts from memory. Perform from reading notations. Take a lead in a performance. Provide rhythmic support.

<p><u>Composing</u></p> <p><i>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</i></p>	<p>Chooses particular instruments for their own imaginative purposes</p> <p>Makes music in a range of ways</p>			<p>Using untuned, percussive instruments, to combine different sounds to create a specific mood or feeling.</p> <p>Create repeated patterns with different instruments.</p> <p>Compose a melody to a song.</p>	<p>To use basic written notation to plan, perform and record compositions in solo or ensemble contexts.</p>	<p>To compose music which meets specific criteria.</p> <p>Choose the most appropriate tempo for a piece of music.</p> <p>Use notations to record composed ideas.</p> <p>Make notes to record improvised ideas.</p>	<p>To use a variety of different musical devices in composition (including melody, rhythms and chords).</p> <p>Recognise different forms of notation – serving different purposes.</p> <p>Use different forms of notation.</p> <p>Combine beats.</p>
<p><u>Listening</u></p> <p><i>To listen with attention to detail and recall sounds with increasing aural memory.</i></p>	<p>Listen attentively and respond to what they hear with relative comments and actions.</p> <p>Make comments on what they have heard and ask questions to clarify their understandings</p>			<p>Listen carefully and recognise high and low phrases.</p> <p>Use musical terms to describe and provide opinions on a range of music.</p>	<p>Explain why silence is often needed in music and explain its effect.</p> <p>Identify ‘the character’ of a piece of music.</p> <p>Begin to discuss styles and genres.</p>	<p>To describe, compare and evaluate music using musical vocabulary.</p> <p>Review and explain whether they feel a piece of music is successful or not.</p>	<p>To listen to their work, in order to refine and improve it.</p> <p>Evaluate how the venue, occasion and purpose affects the way a piece is created.</p>

						<p>Suggest improvements to others' work.</p> <p>Choose the most appropriate tempo.</p> <p>Contrast the work of famous composers, showing a preference.</p>	<p>Analyse features within different pieces of music.</p> <p>Compare and contrast the impact that different composers from different times will have had on the people of the time.</p>
<p><u>Use & Understand Notation.</u></p> <p><i>To use and understand staff and other musical notations.</i></p>				<p>To recognise that different musical notations have different values (of beats).</p> <p>To name and identify the visual differences between notes.</p> <p>To practically demonstrate the difference between each note's length.</p> <p>To begin to draw/read notation on a staff and work with a treble/bass clef.</p>	<p>Applying previous notation knowledge (seeing Y3 column)</p> <p>To use basic written notation to plan, perform and record compositions in solo or ensemble contexts.</p>	<p>Applying previous notation knowledge (seeing Y3 column)</p> <p>Use notations to record composed ideas.</p> <p>Make notes to record improvised ideas.</p>	<p>Applying previous notation knowledge (seeing Y3 column)</p> <p>Use notations to record composed ideas.</p> <p>Make notes to record improvised ideas.</p>

<p>Appreciating</p> <p><i>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</i></p>	<p>Make comments on what they have heard and ask questions to clarify their understandings</p>			<p>Use musical words to describe a piece of music and compositions.</p> <p>Use musical words to describe what they like and do not like about a piece of music.</p>	<p>To identify and describe the different purposes of music.</p> <p>Explain the importance of silence/pauses.</p> <p>Identify some different genres/musicians/artists and composers.</p>	<p>To describe, compare and evaluate music using musical vocabulary.</p> <p>To explain why they think music is successful or unsuccessful.</p> <p>Identify a range of different genres/musicians/artists and composers.</p>	<p>To evaluate how the venue, occasion and purpose affects the way a piece of music is created.</p> <p>Identify a wide range of different genres/musicians/artists and composers.</p>
<p>Knowledge: The History of Music</p> <p><i>To develop an understanding of the history of music.</i></p>				<p>Recognise the work of a famous composer.</p> <p>Do they have a favourite artist/genre?</p>	<p>To begin to identify the style of work of Beethoven, Mozart and Elgar.</p> <p>Confidently name their favourite artists and can name a few different genres.</p>	<p>To contrast the work of a famous composer with another and explain preferences.</p> <p>Confidently name their favourite artists and can name a few different genres.</p> <p>Do they know any music from other cultures?</p>	<p>To compare and contrast the impact that different composers from different times have had on people of that time.</p> <p>Confidently name their favourite artists and can name a few different genres.</p> <p>Do they know any music from other cultures?</p>