

Teach a child in the way they should go and when they are old, they will not depart from it! Proverbs 22:6



Lacock C of E Primary School

Music Knowledge Progression




	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen and Appraise	To know nursery rhymes off by heart.	To know nursery rhymes off by heart.	To know songs off by heart and what the songs are about.	To know songs from memory and who sang them or wrote them and their style.	To know five songs from memory and who sang them or wrote them and their style.	To know five songs from memory and who sang them or wrote them and if possible why?	To know five songs from memory, who sang or wrote them, when they were written and why?
	To know the stories of some of the nursery rhymes.	To know the stories of some of the nursery rhymes.	To know and recognise the sound and names of some of the instruments they use. To know some songs have a chorus or a response/answer part. To know that songs have a musical style.	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	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	To choose two or three 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. Any 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.). To name some of the instruments they heard in those songs. The historical context of the songs.	To know the style of the songs and to name other songs in those styles To choose three or four other songs and be able to talk about: Its lyrics: what the song is 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 that fact that we each have a
Explore 	To know that we can move with the pulse of the music.	To know that we can move with the pulse of the music.	To know that music has a steady pulse, like a heartbeat.	To know how to find and demonstrate the pulse.	To know how pulse, rhythm and pitch work together	How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music	How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music
			To know that we can create rhythms from words, out names, favourite food, colours and animals.	Know the difference between pulse and rhythm	To know pulse: Finding the pulse – the heartbeat of the music		
				Know how pulse, rhythm and pitch work together to create a song.	To know Rhythm: the long and short patterns over the pulse	Know how to keep the internal pulse	Know how to keep the internal pulse
			Rhythms are different from the steady pulse.	Know that every piece of music has a pulse/steady beat.	To know the difference between pulse and rhythm	Know the difference between pulse and rhythm	Know the difference between pulse and rhythm
			We add high and low sounds, pitch, when we sing and play our instruments.	Know the difference between a musical question and an answer.	To know pitch: High and low sounds that create melodies	Musical Leadership: creating musical ideas for the group to copy or respond to	Musical Leadership: creating musical ideas for the group to copy or respond to
Improvising and Composing 	To know that the words of songs can tell stories and paint pictures.	To know that the words of songs can tell stories and paint pictures.	To know improvisation is making up your own tunes on the spot	To know improvisation is making up your own tunes on the spot	To know improvisation is making up your own tunes on the spot	To know improvisation is making up your own tunes on the spot	To know improvisation is making up your own tunes on the spot
			To know 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 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 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 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 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!	To know that using one or two notes confidently is better than using five	To know that using one or two notes confidently is better than using five	To know that using one or two notes confidently is better than using five	To know that using one or two notes confidently is better than using five

			Composing is like a story with music	To know that if you improvise using the notes you are given, you cannot make a mistake	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 that if you improvise using the notes you are given, you cannot make a mistake
			Everyone can compose!	To know 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.	To know that you can use some of the riffs you have heard in the Challenges in your improvisations	To know three well-known improvising musicians	To know three well-known improvising musicians
				To know different ways of recording compositions (letter names, symbols, audio etc.)	To know 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.	To know 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.	To know a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure
					To know different ways of recording compositions (letter names, symbols, audio etc.)	To know a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure	To know notation: recognise the connection between sound and symbol
Singing	To sing or rap nursery rhymes and simple songs from memory.	To sing or rap nursery rhymes and simple songs from memory.	To confidently sing or rap songs from memory and sing them in unison.	To know singing in a group can be called a choir	To know singing in a group can be called a choir	To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.	To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.
	Songs have sections.	Songs have sections.	Unison is everyone singing at the same time.	To know a Leader or conductor is a person who the choir or group follow	To know the leader or conductor: A person who the choir or group follow	To choose a song and be able to talk about: its main features	To know about the style of the songs so you can represent the feeling and context to your audience



			Songs included other ways of using the voice e.g. rapping	To know Songs can make you feel different things e.g. happy, energetic or sad	To know songs can make you feel different things e.g. happy, energetic or sad	To know Singing in unison, the solo, lead vocal, backing vocals or rapping	To choose a song and be able to talk about: its main features
			To know why we need to warm up our voices.	To know Singing as part of an ensemble or large group is fun, but that you must listen to each other	To know Singing as part of an ensemble or large group is fun, but that you must listen to each other	To know what the song is about and the meaning of the lyrics	To know Singing in unison, the solo, lead vocal, backing vocals or rapping
				To know why you must warm up your voice	To know Texture: How a solo singer makes a thinner texture than a large group	To know and explain the importance of warming up your voice	To know what the song is about and the meaning of the lyrics
					To know why you must warm up your voice		To know and explain the importance of warming up your voice
Playing	To know how to play untuned instruments.	To know how to play untuned instruments.	Learn the names of the notes in their instrumental part from memory or when written down.	To know about the instruments used in class (a glockenspiel, a recorder)	To know the instruments used in class (a glockenspiel, recorder or xylophone).	To know the instruments they might play or be played in a band or orchestra or by their friends	To know the instruments they might play or be played in a band or orchestra or by their friends
			Learn the names of the instrument(s) they are playing		To know other instruments they might play or be played in a band or orchestra or by their friends.	To know different ways of writing music down – e.g. staff notation, symbols	To know different ways of writing music down – e.g. staff notation, symbols
			Know the names of untuned percussion instruments played in class.			To know the notes C, D, E, F, G, A, B + C on the treble stave	To know the notes C, D, E, F, G, A, B + C on the treble stave
Performance	To know a performance is sharing music.	To know a performance is sharing music.	To know performing is sharing music with other people, an audience	To know performing is sharing music with other people, an audience	To know performing is sharing music with other people, an audience	To know performing is sharing music with other people, an audience	To know performing is sharing music an audience with belief
			To know a performance can be a special occasion	To know A performance doesn't have to be a drama! It can be to one person or to each other	To know a performance doesn't have to be a drama! It can be to one person or to each other	To know a performance doesn't have to be a drama! It can be to one person or to each other	To know a performance doesn't have to be a drama! It can be to one person or to each other
			To know an audience can include your parents and friends.	To know you need to know and have planned everything that will be performed	To know you need to know and have planned everything that will be performed	To know you need to know and have planned everything that will be performed	To know you need to know and have planned everything that will be performed

				To know you must sing or rap the words clearly and play with confidence	To know you must sing or rap the words clearly and play with confidence	To know you must sing or rap the words clearly and play with confidence	To know you must sing or rap the words clearly and play with confidence
				To know a performance can be a special occasion and involve an audience including people you don't know	To know a performance can be a special occasion and involve an audience including people you don't know	To know a performance can be a special occasion and involve an audience including people you don't know	To know a performance can be a special occasion and involve an audience including people you don't know
				To know it is planned and different for each occasion	To know it is planned and different for each occasion	To know it is planned and different for each occasion	To know it is planned and different for each occasion
				To know It involves communicating feelings, thoughts and ideas about the song/music	To know it involves communicating feelings, thoughts and ideas about the song/music	To know it involves communicating feelings, thoughts and ideas about the song/music	To know It involves communicating feelings, thoughts and ideas about the song/music