

Music Knowledge Progression (2023-24)

<u>Year Group</u>	<i>Singing</i>	<i>Playing and Performance</i>	<i>Listening and Appraising</i>	<i>Composing</i>	<i>Theory</i>	<i>Improvising</i>
Nursery	<p><u>Musical Development Matters</u></p> <ul style="list-style-type: none"> Vocalises in a free-flowing way within their play, eg whilst painting or playing with clay. Sings and chants with and to others. Reproduces songs in individual ways. Plays with familiar songs, often piecing together parts of different songs. Sings to and with toys, props, resources. Sings in their dramatic role play, e.g. singing phrases such as "dinner's ready" or "let's go". Repeats phrases of songs. May sing an entire song. 	<p><u>Musical Development Matters</u></p> <ul style="list-style-type: none"> Creates own patterns in music making. Experiments with ways of playing instruments, e.g. volume (dynamics), speed (tempo), character of sounds such as tapping a tambourine/shaking a tambourine (timbre). Shows control in holding and playing instruments, eg use a guiro by holding the guiro in one hand and scraping it using the other hand with a beater. 	<p><u>Musical Development Matters</u></p> <ul style="list-style-type: none"> Describes music, e.g. "scary music, angry music, happy music". Can identify specific sounds in the environment e.g. sounds of cars, running water. 	N/A	N/A	N/A
Reception	<p><u>Musical Development Matters</u></p> <ul style="list-style-type: none"> Creates his or her own songs, often with a real sense of structure, e.g. a beginning and an end. Can often sing an entire song; songs could be nursery rhymes, pop songs, songs from TV programmes, songs from home. Merges elements of familiar songs with improvised singing. Creates sounds in vocal sound games. Changes some or all of the words of a song. Has strong preferences for songs he or she likes to sing and/or listen to Pitch matches, i.e. reproduces with his or her voice the pitch of a tone sung by another. Able to sing the melodic shape (moving melody, e.g. up and down, down & up) of familiar songs. Sings entire songs. May enjoy performing, solo and or in groups. Internalises music, e.g. sings songs inside his or her head. 	<p><u>Musical Development Matters</u></p> <ul style="list-style-type: none"> Adds sound effects to stories using instruments. Leads or is led by other children in their music making, ie being a conductor. Listens and responds to others in pair/group music making. Operates equipment such as CD players, MP3 players, handheld devices, keyboards. Plays instruments with control to play loud/ quiet, (dynamics), fast/slow (tempo). Shows control to hold and play instruments to produce a musical sound, e.g. holding a triangle in the air by the string with one hand and playing it with a beater with the other Creates music based on a theme e.g. creates the sounds of the seaside. Finds and records sounds using recording devices. Plays instruments (including imaginary ones such as air guitar) to match the structure of the music, e.g. playing quietly with quiet parts within music, stopping with the music when it stops. Keeps a steady beat whilst playing instruments – his or 	<p><u>Musical Development Matters</u></p> <ul style="list-style-type: none"> Can identify and match an instrumental sound, e.g. hear a shaker and indicate that they understand it is a shaker. Many influences may encourage children to associate music with "types" of people and places, e.g. stereotypes such as rock music with bikers. They may feel pressure to like and dislike certain genres of music, e.g. children may associate music as "music for boys", "music for girls". Matches music to pictures/visual resources. Describes the sound of instruments eg scratchy sound, soft sound. Creates visual representation of sounds, instruments and pieces of music, e.g. mark making to specific sounds or pieces of music Thinks abstractly about music and expresses this physically or verbally e.g. "This music sounds like floating on a boat." "This music sounds like dinosaurs." Distinguishes and describes changes in music and compares pieces of music, e.g. "this music started fast and then became slow." "This music had lots of instruments but this music only had voices." "This music was spiky and this music was smooth." Associates genres of music with characters and stories. 	N/A	N/A	N/A

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		<p>her own steady beat in his or her creative music making.</p> <ul style="list-style-type: none"> • Taps rhythms to accompany words, e.g. tapping the syllables of names/objects/animals/lyrics of a song. • Creates rhythms using instruments and body percussion. • May play along to the beat of the song they are singing or music being listened to. • May play along with the rhythm in music, e.g. may play along with the lyrics in songs they are singing or listening to. 	<ul style="list-style-type: none"> • Accurately anticipates changes in music, e.g. when music is going to get faster, louder, slower. 			
Year 1	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • To confidently sing or rap five songs from memory and sing them in unison. <p><u>Skills:</u></p> <ul style="list-style-type: none"> • Learn about voices, singing notes of different pitches (high and low). • Learn that they can make different types of sounds with their voices - you can rap or say words in rhythm. • Learn to start and stop singing when following a leader. 	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • Learn the names of the notes in their instrumental part from memory or when written down. • Learn the names of the instruments they are playing. • To know that a performance is sharing music with other people, called an audience. <p><u>Skills:</u></p> <ul style="list-style-type: none"> • Treat instruments carefully and with respect. • Play a tuned instrumental part with the song they perform. • 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). • Listen to and follow musical instructions from a leader. • Choose a song they have learnt from the Scheme and perform it. • They can add their ideas to the performance. • Record the performance and say how they were feeling about it. 	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • To know 5 songs off by heart. • To know what the songs are about. • To know and recognise the sounds and names of some of the instruments they use. <p><u>Skills:</u></p> <ul style="list-style-type: none"> • To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. <p><u>Music Styles:</u></p> <ul style="list-style-type: none"> • Hip-hop • Reggae • Blues/Baroque/Latin/Bhangra/Folk/Funk • Bossa Nova • Pop • Classical 	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • To know that composing is like writing a story with music. • To know that everyone can compose. <p><u>Skills:</u></p> <ul style="list-style-type: none"> • Help to create a simple melody using one, two or three notes. • Learn how the notes of the composition can be written down and changed if necessary. 	N/A	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • To know that improvisation is about 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. • To know that everyone can improvise! <p><u>Skills:</u></p> <ul style="list-style-type: none"> • Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). • Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. • Full Improvisation – Take it in turns to improvise using one or two notes.
Year 2	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • To confidently know and sing five songs from memory. • To know that unison is everyone singing at the same time. 	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • Learn the names of the notes in their instrumental part from memory or when written down. • Know the names of untuned percussion instruments played in class. 	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • 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. <p><u>Skills:</u></p>	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • Know that composing is like writing a story with music. • Know that everyone can compose. <p><u>Skills:</u></p>	N/A	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • 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

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	<ul style="list-style-type: none"> Songs include other ways of using the voice e.g. rapping (spoken word). To know why we need to warm up our voices. <p><u>Skills:</u></p> <ul style="list-style-type: none"> Learn about voices singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). Learn to find a comfortable singing position. Learn to start and stop singing when following a leader. 	<ul style="list-style-type: none"> Know that a performance is sharing music with an audience. Know that a performance can be a special occasion and involve a class, a year group or a whole school. Know that an audience can include your parents and friends. <p><u>Skills:</u></p> <ul style="list-style-type: none"> Treat instruments carefully and with respect. 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). Play the part in time with the steady pulse. Listen to and follow musical instructions from a leader. Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it. 	<ul style="list-style-type: none"> 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. <p><u>Music Styles:</u></p> <ul style="list-style-type: none"> Afropop/South African Rap and improvisation Rock Reggae Pop Classical 	<ul style="list-style-type: none"> Help create three simple melodies with the Units using one, three or five different notes. Learn how the notes of the composition can be written down and changed if necessary. 	<p>heard before. It is not written down and belongs to them.</p> <ul style="list-style-type: none"> To know that everyone can improvise, and you can use one or two notes. <p><u>Skills:</u></p> <ul style="list-style-type: none"> Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. Full Improvisation – Take it in turns to improvise using one or two notes. 	
Year 3	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> To know that singing in a group can be called a choir To know that a leader or conductor is a person who the choir or group follow To know that songs can make you feel different things e.g. happy, energetic or sad To know that 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 <p><u>Skills:</u></p> <ul style="list-style-type: none"> To sing in unison and in simple two-parts. To demonstrate a good singing posture. 	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> To know and be able to talk about the instruments used in class (a glockenspiel, a recorder) Know that performing is sharing music with other people, an audience Know that a performance doesn't have to be a drama! It can be to one person or to each other Know that you need to know and have planned everything that will be performed Know that you must sing or rap the words clearly and play with confidence Know that a performance can be a special occasion and involve an audience including of people you don't know 	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about: <ul style="list-style-type: none"> 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 <p><u>Skills:</u></p> <ul style="list-style-type: none"> To confidently identify and move to the pulse. To think about what the words of a song mean. 	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> To know that a composition is a piece of music that is created by you and kept in some way. To know it's like writing a story. It can be played or performed again to your friends. To know different ways of recording compositions (letter names, symbols, audio etc.) <p><u>Skills:</u></p> <ul style="list-style-type: none"> 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. 	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> To know that musical theory is the notes that make up the piece of music To know that we use these musical notations to write music <p><u>Skills:</u></p> <ul style="list-style-type: none"> To know that musical notations can be written on a treble staff To know that musical notations can be written on the lines or in the spaces of a treble staff To identify the names of these notes and recognise that these are the white keys on a piano 	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> 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 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 <p><u>Skills:</u></p> <ul style="list-style-type: none"> Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will

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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Know that it is planned and different for each occasion Know that it involves communicating feelings, thoughts and ideas about the song/music <p><u>Skills:</u></p> <ul style="list-style-type: none"> To treat instruments carefully and with respect. Play any one, or all of four, differentiated parts on a tuned instrument (glockenspiel and recorder) – 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 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. <p><u>Peripatetic Lessons:</u> Throughout the course of the year, the children will be provided with the opportunity to learn how to play the recorder via instrumental lessons taught by our peripatetic music teacher, Miss Reynolds.</p> <p>The children will learn how to play a range of notes and will then apply these notes whilst learning a variety of different instrumental pieces.</p>	<ul style="list-style-type: none"> To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the music. <p><u>Music Styles:</u></p> <ul style="list-style-type: none"> RnB Reggae Pop Disco Classical 	<ul style="list-style-type: none"> 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). 		<p>complete the Bronze, Silver or Gold Challenges:</p> <p>Bronze Challenge:</p> <ul style="list-style-type: none"> ➤ Copy Back – Listen and sing back ➤ Play and Improvise – Using instruments, listen and play your own answer using one note. ➤ Improvise! – Take it in turns to improvise using one note. <p>Silver Challenge:</p> <ul style="list-style-type: none"> ➤ Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes. ➤ Play and Improvise – Using your instruments, listen and play your own answer using one or two notes. ➤ Improvise! – Take it in turns to improvise using one or two notes. <p>Gold Challenge:</p> <ul style="list-style-type: none"> ➤ Sing, Play and Copy Back – Listen and copy back using instruments, two different notes. ➤ Play and Improvise – Using your instruments, listen and play your own answer using two different notes. ➤ Improvise! – Take it in turns to improvise using three different notes.
Year 4	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> To know that singing in a group can be called a choir To know that a leader or conductor is a person who the choir or group follow To know that songs can make you feel different 	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> To know and be able to talk about the instruments used in class (a glockenspiel, trumpet, cornet, baritone, trombone) To know and be able to talk about other instruments they might play or be played in a 	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about: 	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> To know that a composition is a piece of music that is created by you and kept in some way. To know that it's like writing a story. It can be played or performed again to your friends. 	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> To know that musical theory is the notes that make up the piece of music To know that we use these musical notations to write music 	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> 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

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<p>things e.g. happy, energetic or sad</p> <ul style="list-style-type: none"> To know that singing as part of an ensemble or large group is fun, but that you must listen to each other To know what the term 'texture' means and that a solo singer makes a thinner texture than a large group To know why you must warm up your voice <p><u>Skills:</u></p> <ul style="list-style-type: none"> 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. 	<p>band or orchestra or by their friends.</p> <ul style="list-style-type: none"> To know that performing is sharing music with other people, an audience Know that a performance doesn't have to be a drama! It can be to one person or to each other Know that you need to know and have planned everything that will be performed Know that you must sing or rap the words clearly and play with confidence Know that a performance can be a special occasion and involve an audience including of people you don't know Know that performances are planned and different for each occasion Know that performances involve communicating feelings, thoughts and ideas about the song/music <p><u>Skills:</u></p> <ul style="list-style-type: none"> To treat instruments carefully and with respect. Play any one, or all four, differentiated parts on a brass instrument – 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. <p><u>Peripatetic Lessons:</u> Throughout the course of the year, the children will be provided with the opportunity to learn how to play a brass instrument via instrumental lessons taught by our peripatetic music teacher, Miss Reynolds.</p>	<ul style="list-style-type: none"> Some of the style indicators of that song (musical characteristics that give the song its style). The 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. <p><u>Skills:</u></p> <ul style="list-style-type: none"> 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. To apply musical terminology when discussing music <p><u>Music Styles:</u></p> <ul style="list-style-type: none"> Pop Mixed styles Grime Gospel Pop Classical 	<ul style="list-style-type: none"> To know different ways of recording compositions (letter names, symbols, audio etc.) <p><u>Skills:</u></p> <ul style="list-style-type: none"> 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). 	<p><u>Skills:</u></p> <ul style="list-style-type: none"> To know that musical notations can be written on a treble staff To know that musical notations can be written on the lines or in the spaces of a treble staff To identify the names of these notes and recognise that these are the white keys on a piano 	<p>heard before. It is not written down and belongs to them.</p> <ul style="list-style-type: none"> To know that using one or two notes confidently is better than using five notes poorly 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 <p><u>Skills:</u></p> <ul style="list-style-type: none"> To 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. <p>Bronze Challenge:</p> <ul style="list-style-type: none"> ➤ Copy Back – Listen and sing back melodic patterns ➤ Play and Improvise – Using instruments, listen and play you own answer using one note. ➤ Improvise! – Take it in turns to improvise using one note. <p>Silver Challenge:</p> <ul style="list-style-type: none"> ➤ Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes. ➤ Play and Improvise – Using your instruments, listen and play your own answer using one or two notes. ➤ Improvise! – Take it in turns to improvise using one or two notes. <p>Gold Challenge:</p> <ul style="list-style-type: none"> ➤ Sing, Play and Copy Back – Listen and copy back using instruments, two different notes. ➤ Play and Improvise – Using your instruments, listen and play your own answer using two different notes. ➤ Improvise! – Take it in turns to improvise using three different notes.
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		The children will learn how to play a range of notes and will then apply these notes whilst learning a variety of different instrumental pieces.				
Year 5	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> To know and confidently sing five 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: <ul style="list-style-type: none"> 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 <p><u>Skills:</u></p> <ul style="list-style-type: none"> 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 rapping and 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'. 	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> To know and be able to talk about different ways of writing music down – e.g. staff notation, symbols To know and be able to talk about the notes C, D, E, F, G, A, B + C on the treble staff To know and be able to talk about the instruments they might play or be played in a band or orchestra or by their friends Know that performing is sharing music with other people, an audience Know that a performance doesn't have to be a drama! It can be to one person or to each other Know that everything that will be performed must be planned and learned Know that you must sing or rap the words clearly and play with confidence Know that a performance can be a special occasion and involve an audience including of people you don't know Know that a performance is planned and different for each occasion Know that a performance involves communicating ideas, thoughts and feelings about the song/music <p><u>Skills:</u></p> <ul style="list-style-type: none"> 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. 	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? To know the style of the five songs and to name other songs from the Units in those styles. To choose two or three other songs and be able to talk about: <ul style="list-style-type: none"> 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.) Name some of the instruments they heard in the songs The historical context of the songs. What else was going on at this time? <p><u>Skills:</u></p> <ul style="list-style-type: none"> 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. When you talk try to use musical words. To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel. <p><u>Music Styles:</u></p> <ul style="list-style-type: none"> Rock Bossa Nova and Swing Pop Ballads Hip-hop Motown Classical 	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> To know that a composition is a piece of music that is created by you and kept in some way. To know it's like writing a story. It can be played or performed again to your friends. To know that a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure To recognise the connection between sound and symbol (notation) <p><u>Skills:</u></p> <ul style="list-style-type: none"> 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). 	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> To know that musical theory is the notes that make up the piece of music To know that we use these musical notations to write music <p><u>Skills:</u></p> <ul style="list-style-type: none"> To know that musical notations can be written on a treble staff To know that musical notations can be written on the lines or in the spaces of a treble staff To identify the names of these notes and recognise that these are the white keys on a piano To be able to write their own music using these notations when composing their own music 	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> 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 To know three well-known improvising musicians <p><u>Skills:</u></p> <ul style="list-style-type: none"> 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. <p>1. Play and Copy Back</p> <ul style="list-style-type: none"> ○ Bronze – Copy back using instruments. Use one note. ○ Silver – Copy back using instruments. Use the two notes. ○ Gold – Copy back using instruments. Use the three notes. <p>2. Play and Improvise You will be using up to three notes:</p> <ul style="list-style-type: none"> ○ Bronze – Question and Answer using instruments. Use one note in your answer. ○ Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G. ○ Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G.

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		<ul style="list-style-type: none"> 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. <p><u>Peripatetic Lessons:</u> Throughout the course of the year, the children will be provided with the opportunity to learn how to play the ukelele via instrumental lessons taught by our peripatetic music teacher, Miss Reynolds.</p> <p>The children will learn how to play a range of chords and will then apply these chords whilst learning a variety of different pieces of music.</p>				<p>3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan:</p> <ul style="list-style-type: none"> Bronze – Improvise using one note. Silver – Improvise using two notes. Gold – Improvise using three notes. <p>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)</p>
Year 6	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> To know and confidently sing five 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: <ul style="list-style-type: none"> 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 <p><u>Skills:</u></p> <ul style="list-style-type: none"> To sing in unison and to sing backing vocals. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and 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'. 	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> To know and be able to talk about different ways of writing music down – e.g. staff notation, symbols To know and be able to talk about the notes C, D, E, F, G, A, B + C on the treble stave To know and be able to talk about the instruments they might play or be played in a band or orchestra or by their friends To know that performing is sharing music with an audience with belief To know that a performance doesn't have to be a drama! It can be to one person or to each other Know that everything that will be performed must be planned and learned Know that you must sing or rap the words clearly and play with confidence Know that a performance can be a special occasion and involve an audience including of people you don't know Know that a performance is planned and different for each occasion Know that a performance involves communicating ideas, thoughts and feelings about the song/music 	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> To know five 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. To choose three or four other songs and be able to talk about: <ul style="list-style-type: none"> 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 musical identity <p><u>Skills:</u></p> <ul style="list-style-type: none"> 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. 	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> To know that a composition is music that is created by you and kept in some way. To know that composition is like writing a story. It can be played or performed again to your friends. To know that a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure To recognise the connection between sound and symbol (notation) <p><u>Skills:</u></p> <ul style="list-style-type: none"> 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). 	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> To know that musical theory is the notes that make up the piece of music To know that we use these musical notations to write music <p><u>Skills:</u></p> <ul style="list-style-type: none"> To know that musical notations can be written on a treble stave To know that musical notations can be written on the lines or in the spaces of a treble stave To identify the names of these notes and recognise that these are the white keys on a piano To be able to write their own music using these notations when composing their own music 	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> 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. 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 <p><u>Skills:</u></p> <ul style="list-style-type: none"> 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. <p>1. Play and Copy Back</p> <ul style="list-style-type: none"> Bronze – Copy back using instruments. Use one note. Silver – Copy back using instruments. Use the two notes.

Music Knowledge Progression (2023-24)

		<p><u>Skills:</u></p> <ul style="list-style-type: none"> • Play a musical instrument with the correct technique within the context of the Unit songs • 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 music instructions from a leader. • To lead a rehearsal session. <p><u>Peripatetic Lessons:</u> Throughout the course of the year, the children will be provided with the opportunity to learn how to play the ukelele via instrumental lessons taught by our peripatetic music teacher, Miss Reynolds.</p> <p>The children will learn how to play a range of chords and will then apply these chords whilst learning a variety of different pieces of music.</p>	<ul style="list-style-type: none"> • 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. <p><u>Music Styles:</u></p> <ul style="list-style-type: none"> • Pop/Neo-Soul • Bacharach and Blues • Classical or Urban Gospel • 70s Ballad/Pop • Classical 			<ul style="list-style-type: none"> ○ Gold – Copy back using instruments. Use the three notes. <p>2. Play and Improvise You will be using up to three notes:</p> <ul style="list-style-type: none"> ○ Bronze – Question and Answer using instruments. Use one note in your answer. ○ Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G. ○ Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G. <p>3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan:</p> <ul style="list-style-type: none"> ○ Bronze – Improvise using one note. ○ Silver – Improvise using two notes. ○ Gold – Improvise using three notes. <p>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)</p>
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