Lodge Farm Primary School

**Music Knowledge and Skills Progression**

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| **Strand** | **By the end of EYFS** | **By the end of Y1** | **By end of Y2** | **By end of Y3** | **BY end of Y4** | **By end of Y5** | **By end of Y6** |
| Listen and Appraise | ● To know a range of nursery rhymes off by heart.  ● To know the stories of some of the nursery rhymes.  ● To learn that music can touch their feelings.  ● To enjoy moving to music by dancing, marching or being animals. | ● To know 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.  •To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.  ● To find the pulse  ● To listen to the rhythm and sing or clap it back | ● To know songs off by heart.  ● To know some songs have a chorus or a response/answer part.  ● To know that songs have a musical style.  ● 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.  ● To listen to a rhythm and clap or sing back. To ● Copy short rhythmic phrases based on words, with one and two syllables | ● To know songs from memory and who sang them or wrote them.  ● To know the style of songs.  ● 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 confidently identify and move to the pulse.  ● Clap and say back rhythms and two note pitch patterns. (no notation)  ● Create their own simple rhythm patterns  ● To think about what the words of a song mean. ● 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. | ● To know songs from memory and who sang them or wrote them.  ● To know the style of songs. 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.  – 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 confidently identify and move to the pulse.  ● Clap and say back rhythms and two note pitch patterns with instruments. (with notation)  ● 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 they talk, use musical words. | ● To know songs from memory, who sang or wrote them, when they were written and, if possible, why?  ● To know the style of 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:  - 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.  ● To identify and move to the pulse with ease.  ● Copy back rhythms based on the words of the main song, that include syncopation/off beat  ● Copy back one-note riffs using simple and syncopated rhythm patterns ● 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 they 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 they feel. | ● To know 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:  - 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  ●To identify and move to the pulse with ease.  ●Copy back rhythms based on the words of the main song, that include syncopation/off beat  ●Copy back two note riffs using simple and syncopated rhythm patterns ● 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 they feel, using musical language to describe the music. |
| Singing | ● To sing or rap nursery rhymes and simple songs from memory.  ● To know that songs have sections.  ● To sing along with a pre-recorded song and add actions. ● To sing along with the backing track. | ● To confidently sing or rap songs from memory and sing them in unison.  ● Learn about voices, singing notes of different pitches (high and low).  ● Learn that they can make different types of sounds with their voices – they can rap or say words in rhythm.  ● Learn to start and stop singing when following a leader | ● To confidently know and sing songs from memory.  ● To know that unison is everyone singing at the same time.  ● To know that songs include other ways of using the voice e.g. rapping (spoken word).  ● To know why we need to warm up our voices.  ● Learn about voices singing notes of different pitches (high and low).  ● Learn that they can make different types of sounds with their voices – they can rap (spoken word with rhythm).  ● Learn to find a comfortable singing position. ● Learn to start and stop singing when following a leader | ● To confidently know and sing songs from memory.  ● 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 they feel different things e.g. happy, energetic or sad  -Singing as part of an ensemble or large group is fun, but that they must listen to each other  To know why they must warm up their voice  ● 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. | ● To confidently know and sing songs from memory.  ●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 they feel different things e.g. happy, energetic or sad  - Singing as part of an ensemble or large group is fun, but that they must listen to each other  -Texture: How a solo singer makes a thinner texture than a large group  ● To know why they must warm up their voice  ● 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 re-join the song if lost.  ● To listen to the group when singing. | ● To know and confidently sing 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 their voice  ● 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 they fit into the group.  ● To sing with awareness of being ‘in tune’. | ● To know and confidently sing songs and their parts from memory, and to sing them with a strong internal pulse.  ● To know about the style of the songs so they can represent the feeling and context to their 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 their voice  ● 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 they fit into the group.  ● To sing with awareness of being ‘in tune’. |
| Playing | • Explore and engage in music making. | ● 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.  ● 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. | ● 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.  ● 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. | ●To know and be able to talk about the instruments used in class (a glockenspiel, a recorder)  ● 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. | ● To know and be able to talk about:  - The instruments used in class (a glockenspiel, recorder).  - Other instruments they might play  ● 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. | ●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  ● Play a musical instrument with the correct technique  ● 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 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  ● Play a musical instrument with the correct technique  ● 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. |
| Improvising |  | ●To improvise simple vocal chants or clapping using questions and answer phrases. | ●To know that Improvisation is making up their own tunes on the spot.  ● To use one or two notes to improvise.  ●To work with a partner to improve simple question and answer phrases to be sung, clapped or played on instruments using 1 or 2 notes. | ● To know and be able to talk about improvisation:  - Improvisation is making up their 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 they improvise using the notes they are given, they cannot make a mistake  To improvise using voices, tuned and untuned percussion using up to 2 notes. | ●To know and be able to talk about improvisation:  -Improvisation is making up their 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 they improvise using the notes they are given, they cannot make a mistake  - To know that they can use some of the riffs they have heard in the Challenges in their improvisations  To improvise using voices, tuned and untuned percussion using 2 notes | ● To know and be able to talk about improvisation:  - Improvisation is making up their 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 they improvise using the notes they are given, they cannot make a mistake  - To know that they can use some of the riffs they have heard in the Challenges in their improvisations  - To know three well-known improvising musicians  Improvise using instruments and 3 notes to:  - copy back,  - question and answer phrases | ● To know and be able to talk about improvisation:  - Improvisation is making up their 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 they improvise using the notes they are given, they cannot make a mistake ● To know that they can use some of the riffs and licks they have learnt in the Challenges in their improvisations  - To know three well-known improvising musicians  Improvise using instruments and 3 notes to:  - copy back,  - question and answer phrases  - their own improvisation |
| Composing (including notation) | · To represent their own ideas, thoughts, and feelings through music. | ●To know that composition is like writing a story  ●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. | ●To know that everyone can compose  ● 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 | ●To know and be able to talk about:  - what a composition is  - Different ways of recording compositions (letter names, symbols, audio etc.)  ● 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). | ●To know and be able to talk about:  - what a composition is  - Different ways of recording compositions (letter names, symbols, audio etc.  ● 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). | ●To know and be able to talk about:  - what a composition is  - how the pulse, rhythm and pitch work together and are shaped by tempo, dynamics, texture and structure  - Notation: recognise the connection between sound and symbol  ● Create simple melodies using up to hisent 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). | ●To know and be able to talk about:  - what a composition is  - how the pulse, rhythm and pitch work together and are shaped by tempo, dynamics, texture and structure  - Notation: recognise the connection between sound and symbol  ● 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 | ● To know that performing is sharing music.  ● Perform any of the nursery rhymes by singing and adding actions or dance. ● Perform any nursery rhymes or songs adding a simple instrumental part. ● Record the performance to talk about | ● To know that an audience e is sharing music with other people.  ● 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 | ● A performance is sharing music with an audience.  ● A performance can be a special occasion and involve a class, a year group or a whole school.  ● An audience can include their parents and friends  ● Choose a song they have learnt from the Scheme and perform it.  ● Add their ideas to the performance.  ● Record the performance and say how they were feeling about it | ● To know and be able to talk about:  - Performing is sharing music with other people, an audience  - know and have planned everything that will be performed  - sing or rap the words clearly and play with confidence  - It is planned and different for each occasion  - It involves communicating feelings, thoughts and ideas about the song/music  ● 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. | ● To know and be able to talk about:  - Performing is sharing music with other people, an audience  - know and have planned everything that will be performed  - sing or rap the words clearly and play with confidence  - It is planned and different for each occasion  - It involves communicating feelings, thoughts and ideas about the song/music  ● 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 | ●To know and be able to talk about:  - Performing is sharing music with other people, an audience  - Everything that will be performed must be planned and learned  - sing or rap the words clearly and play with confidence  - It is planned and different for each occasion  - A performance involves communicating ideas, thoughts and feelings about the song/music  ● 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...?” | ● To know and be able to talk about:  - Performing is sharing music with an audience with belief  -Everything that will be performed must be planned and learned  - sing or rap the words clearly and play with confidence  - It is planned and different for each occasion  - A performance involves communicating ideas, thoughts and feelings about the song/music  ● 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...?” |
| Musicianship |  | · To follow pictures and symbols to guide singing and playing | · To recognise dot notation and match it to 3 note tunes played on tuned percussion. | · To introduce the *stave, lines, spaces and clef.*  · To introduce and understand crotchets | · To recognise the notes EGBDF and FACE on the musical stave.  · To recognise and understand the symbols for a crotchet, minim and rests and say how many beats they represent. | ·To understand the symbols for semibreves, minims, crotchets, rests, paired quavers and say how many beats they represent.  ·To understand the difference between 3/4 and 4/4 time signatures. | ·To further understand the symbols for semibreves, minims, crotchets, rests, paired quavers and say how many beats they represent.  ·To read and play from notation identifying note names and durations |