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 mistakeTo 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 improvisationsTo 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 musiciansImprovise 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 musiciansImprovise 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 |