



# Knowledge and Progression in Music

Early Learning Goals	Exploring and using media and materials: Children sing songs, make music and dance, and experiment with ways of changing them					
Year Group	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Performing	Sing songs musically and understand how to warm up and project the voice whilst demonstrating good posture, Learn and perform chants, raps and songs . Learn to follow the conductor or and leader,	Use their voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence, Sing a song in two parts, play instruments with the correct techniques and respect, Practise, rehearse and present performances to audiences with a growing awareness of the people watching	Sing songs with multiple parts with increasing confidence, Play and perform in ensemble or solo contexts	Sing as part of an ensemble with confidence and precision, Play and perform in ensemble or solo contexts	Sing as part of an ensemble with full confidence and precision, Play and perform in ensemble or solo contexts with increasing accuracy, control, fluency and expression	Sing as part of an ensemble with full confidence and precision, Play and perform in ensemble or solo contexts with increasing accuracy, control, fluency and expression
Key vocabulary	Song sing solfa pitch rhyth, beat, soft, loud, tempo	In addition to Y1 vocabulary – parts, harmony, melody,	In addition to vocab from Y1 and 2, Solo, Ensemble, orchestra,	In addition to Y1, 2, and 3, part singing, choir, conductor, a capella	In addition to y1, 2, 3, and 4 Expression	In addition to y1, 2, 3, 4, and 5, soprano, alto, bass, tenor,
Improvising and Composing	Listen to, copy and repeat a simple melody or rhythm, Use the correct musical language to describe a piece of music	Improvise a simple rhythm using different instruments including the voice, Use tuned and untuned classroom percussion to play	Develop an understanding of formal, written notation which includes crotchets and rests, Understand that composition is when a composer writes down	Develop an understanding of formal, written notation which includes minims and quavers	Compose complex rhythms from an increasing aural memory, Use and develop an understanding of formal, written notation which includes staff, semibreves and dotted crotchets	Create a simple composition and record using formal notation, Improvise and compose music for a range of purposes using the inter-related dimensions of music, Create a simple composition and record using formal notation, Deepen an

		accompaniments and tunes	and records a musical idea, Understand that improvisation is when a composer makes up a tune within boundaries			understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets
<b>Key vocabulary</b>	Sol fa, Rhythm, Bar Pitch, beat, soft loud tempo	In addition to year 1 vocab, improvise, improvisation, call, response Pluck, hit, blow, accompany	In addition to y1 and 2 Staff, names of musical notes in c major scale, dynamics	Y 1, 2, and 3 plus crotchet, quaver, minim, semi quaver, dotted rhythm, clef time signature sharp flat	In addition to y1, 2, 3, and 4 dotted rhythm, breves, semi breaves	In addition to y1, 2, 3, 4, and 5, Composition
<b>Listening and Reviewing</b>	Listen to music with sustained concentration Use the correct language to describe a piece of music, Recognise different instruments, Discuss feelings and emotions linked to different pieces of music	Listen with concentration and understanding to a range of high quality live and recorded music, Develop an understanding of melody, the words and their importance in the music being listened to	Begin to listen to and recall sounds with increasing aural memory, Listen with direction to a range of high quality music, Begin to listen to and recall sounds with increasing aural memory	Listen to and recall sounds with increasing aural memory, listen to and recall sounds with increasing aural memory and the sounds they make, Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators	Listen with attention to detail and recall sounds with increasing aural memory and accuracy, Develop an increasing understanding of the history and context of music	Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians, Listen with attention to detail and recall sounds with increasing aural, Develop a deeper understanding of the history and context of music
<b>Key Vocabulary</b>	Pitch rhythm high low fast slow pace beat smooth bumpy	In addition to y1 vocab – melody, genre, style, dynamics	In addition to Y1 and 2 major minor scale	In addition to y1, 2 and 3 Folk Swing Classical Pop blues	In addition to y1, 2, 3, and 4, Baroque, jazz, romantic	In addition to y1, 2, 3, 4 and 5, tonal, atonal
<b>Dimensions</b>	Find the pulse whilst listening to music and using movement, Understand that pitch describes how high or low sounds are, Understand that tempo describes how fast or slow a piece of music is, Understand	Build an understanding of the pulse and internalise it when listening to a piece of music, Experiment with, create, select and combine sounds using the inter-related dimensions of music	Find the pulse within the different context of songs/music with ease	Copy increasingly challenging rhythms using body percussion and untuned instruments where appropriate	Improvise with increasing confidence using own voice, rhythms and varied pitch, Understand how pulse, rhythm and pitch work together Use musical language to appraise a piece or style of music	Appropriately discuss the dimensions of music and recognise them in music heard

	<p>that dynamics describe how quiet or loud a piece of music is, Begin to understand that the rhythm is a mixture of long and short sounds that happen over the pulse</p>					
<p><b>Key Vocabulary</b></p>	<p>Pitch rhythm high low fast slow beat smooth bumpy tempo</p>	<p>In addiiton to Y1 Listening voice Internal Improvise dynamics</p>	<p>In additon to y1 and 2 down beat, time signiture</p>	<p>Y 1, 2, and 3 plus crotchet, quaver, minim, semi quaver, cleff, ostinato</p>	<p>In addition to y1, 2 ,3 and 4, Dotted rhythm, off beat,</p>	<p>In addition to Y1, 2, 3, 4, and 5, key, duet, chord, staccato</p>