

## Music New Knowledge Progression Document

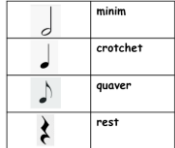


### Working musically

	Reception	Y1	Y2	Y3	Y4	Y5	Y6
<b>Listening</b>	Listen for the beat	Listen and hear rhythm, pitch and dynamics	Listen and hear tempo and style	Listen and hear changes in structure  Listen and hear the duration of different notes	Listen and hear timbre	Listen and hear changes in structure (including instrumental break and bridge)	Listen and hear fortissimo, pianissimo, mezzo forte and mezzo piano
<b>Appraising</b>	Construct an opinion based response to music <i>e.g. 'I like it because...'</i>  Move and dance in response to hearing music  Listen and correct own playing when keeping the pulse/beat on an instrument	Describe their thoughts and feelings <i>e.g. 'I feel... because...'</i>  Identify similar songs within styles <i>e.g. 'This song sounds similar to...'</i>  Listen and correct own	Identify and discuss the style(s) of the music  Listen and correct own playing when playing repeated rhythms on a tuned instrument	Identify and discuss why the song or piece of music was written and what it might mean  Listen and correct own playing when playing a part on a	Identify and discuss the structures of songs and their main themes	Justify a personal opinion with reference to the musical vocabulary <i>e.g. 'I enjoy listening to this because I like the tempo'</i>	Identify the musical style of a song, using musical vocabulary to justify <i>e.g. 'I think that this song is pop because there is a chorus, verse and instrumental break'</i>

		playing when playing a simple melody on a tuned instrument		tuned instrument			
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**Component 1: know how to be a musician (musicianship)**

	Reception	Y1	Y2	Y3	Y4	Y5	Y6
<b>Musical concepts and vocabulary</b>	Know the meaning of the pulse/beat	Know the meaning of rhythm, pitch and dynamics (loud and quiet)	Know the meaning of tempo and style	Know the meaning of structure (referring to chorus and verse)  Know the differences between minims, crotchets, paired quavers and rests	Know the meaning of timbre	Know the meaning of structure (referring to verse, chorus, bridge and instrumental break)	Know the meaning of fortissimo, pianissimo, mezzo forte and mezzo piano
<b>Instrumental sounds</b>		Know the names of instruments (violin, drum, trumpet, piano, glockenspiel, guitar)	Recognise the sounds of instruments (violin, drum, trumpet, piano, glockenspiel, guitar)	Identify instruments within a music piece (violin, drum, trumpet, piano, guitar)			

<b>Aural response (listen and copy back)</b>	Copy and keep the pulse/beat (body percussion or un-tuned instrument)	Copy back simple rhythms with given word phrases (syllables) (body percussion, un-tuned or tuned instrument)	Copy-back rhythms by reading non-stave notation (body percussion, un-tuned or tuned instrument)	Copy back rhythms by reading minims, crotchets, paired quavers and their equivalent rests (body percussion, un-tuned or tuned instrument)	Create rhythms using known notes and record on sheet paper (for partner to copy back using body percussion, un-tuned or tuned instrument)	Copy back rhythms using the notes: C, D, E, F, G, A, B, F#, Bb (tuned instrument)	Create rhythms using known notes and pitches and record on sheet paper (for partner to copy back on a tuned instrument)
<b>Notation (reading and writing)</b>			Read non-stave notation to play the pulse and short rhythms, e.g. 3 notes)	Read and write stave notations (focus on duration of note) to play and compose music 	Read and write known stave notations on sheet paper 	Read and write stave notations for C, D, E, F, G, A, B, F#, Bb using labels 	Read and write stave notations for C, D, E, F, G, A, B, F#, Bb without labels















**Component 2: Know how to sing**

	<b>Reception</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
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<b>Ensemble</b>	Sing as a whole class with adult support	Sing as a whole class without adult support	Sing in small groups to class without adult support	Sing parts (chorus and/or verses) to class with adult support when knowing their part/time to sing	Sing parts (chorus and/or verses) to class without adult support	Sing in a round in two groups with an adult conducting	Sing in a round in three groups without an adult conducting
<b>Posture</b> • <b>Breathing</b>	Sit flat on bottom with a straight back and hands on knees	Stand with a straight back with both feet flat on the floor	Sing with good posture • <b>Stood up</b> • <b>Long neck</b> • <b>Relaxed shoulders</b> • <b>Stance to maintain steadiness</b>	Know when to breathe to facilitate their singing with prompts	Know when to breathe to facilitate their singing independently		
<b>Lyrics</b>	Sing familiar songs and rhymes with taught actions	Learn unfamiliar songs ( <b>use sing then respond method</b> )	Learn unfamiliar songs ( <b>reading lyrics</b> )				
<b>Vocal</b> • <b>Timing</b> • <b>Rhythm</b> • <b>Pitch</b> • <b>Diction</b>	Start and stop singing at correct time (adult to count them in)	Sing high and low sounds  Sing long and short sounds  Sing at correct tempo	Sing with pitch accuracy  Adjust singing when 'out of time'	Sing with attention to clear diction	Sing with attention to dynamics	Sing with attention to staccato and legato	

### Component 3: Know how to play instruments including improvising and composing

	Reception	Y1	Y2	Y3	Y4	Y5	Y6
<b>Playing an instrument</b>	<p>Treat instruments carefully and with respect</p> <p>Play an un-tuned instrumental part</p>	<p>Play a simple melodic (series of different notes)</p> <p>instrumental part on a tuned instrument</p>	<p>Play short, repeating rhythm patterns (series of different notes with different durations) on a tuned instrument</p>	<p>Play a part on a tuned instrument in C major, F major and G major</p>	<p>Play a part on a tuned instrument in D minor</p>	<p>Play a part on a tuned instrument in E<sub>b</sub> major</p>	<p>Play a part on a tuned instrument in D major, A major and F minor</p> <p>Play with dynamic range, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano)</p>
<b>Improvising and composing</b>		<p>Improvise a simple melody using tuned instruments</p>	<p>Improvise on a tuned instrument using word phrases (syllables) to support</p>	<p>Improvise rhythmic patterns using minims, crotchets, paired quavers and their</p>	<p>Improvise rhythmic patterns to accompany a simple chord progression /groove</p>	<p>Improvise rhythmic patterns using the notes: C, D, E, F, G, A, B, F<sup>#</sup>, B<sub>b</sub></p>	<p>Improvise rhythmic patterns using the notes: C, D, E, F, G, A, B, F<sup>#</sup>, B<sub>b</sub> to accompany an</p>

				<p>equivalent rests</p> <p>Use simple rhythmic combinations of minims, crotchets and paired quavers with their corresponding rests to compose rhythm patterns by writing stave notations (focus on duration of note)</p> <table border="1" data-bbox="1144 1002 1312 1153"> <tr> <td></td> <td>minim</td> </tr> <tr> <td></td> <td>crotchet</td> </tr> <tr> <td></td> <td>quaver</td> </tr> <tr> <td></td> <td>rest</td> </tr> </table>		minim		crotchet		quaver		rest	<p>Compose rhythm patterns by writing stave notations on sheet paper</p> 	<p>Compose rhythm patterns using labelled notes: C, D, E, F, G, A, B, F#, Bb</p> 	<p>instrumental piece</p> <p>Compose rhythm patterns using known notes without labels</p>
	minim														
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