



Music

Knowledge and Skills
Progression Document

Year 1	Year 2	Year 3
Knowledge and Skills	Knowledge and Skills	Knowledge and Skills
<p><u>Vocabulary</u> Handbells, Pulse, rhythm, pitch, high, low, short, quiet, loud, start, stop, beater, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, Blues, Baroque, Latin, Irish Folk, Funk, audience, imagination.</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> Know how the notes of the composition can be written down and changed if necessary. Know how to treat instruments carefully and with respect. Understand what pulse, rhythm and pitch is. Know how they can enjoy moving to music by dancing, marching, being animals or pop stars. <p><u>Skills</u></p> <ul style="list-style-type: none"> Play handbells and percussion instruments with control. To follow coloured dots notation. Listen to and follow musical instructions from a leader. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words) Sing and play – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. Take it in turns to improvise using one or two notes Help to create a simple melody using one, two or three notes. 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>Vocabulary</u> Ocarina, keyboard, drums, bass, electric guitar, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel, increasing and decreasing, crotchet, quaver, rest.</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> Begin to understand that pulse is the foundation of music upon which all the other dimensions are built Understand musical language - pitch/rhythm/tempo/pitch and dynamics and how they fit into the music I am listening to. Know why we warm up our voices. Recognise members of the wind instrument family. <p><u>Skills</u></p> <ul style="list-style-type: none"> Be able to play high and low notes on the ocarina including, D, G, A Listen to a variety of music from different styles, traditions and times and being to identify where in the world they are from. Start to recognise different styles of music and the instruments used. Begin to listen, with respect to other people's ideas and feelings towards music. To follow rhythm notation including, crotchets, quavers and rests. Conduct high and low sounds using hand signals. Make up simple improvisations. 	<p><u>Vocabulary</u> Recorder, structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco, graphic notation, accompaniment, melody.</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> Know and be able to explain that the pulse is a musical heartbeat and that it is the foundation of a piece of music. Understand the importance of working together and how the musical outcomes are of a higher quality when we do. <p><u>Skills</u></p> <ul style="list-style-type: none"> Listen with increasing concentration to a variety of music from all over the world and the different instruments used. Pay attention and concentrate when my friends discuss the music that we listen to with an increasing musical vocabulary. To play an instrument (recorder or glockenspiel) and to experience playing together as a group. To begin to recognise notes on the stave, (B, A and G). To improvise my own rhythms to go with the notes that my teacher has given me. To choose sounds for a particular effect.

Year 4	Year 5	Year 6
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<p><u>Vocabulary</u> Ukulele, keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, Opera, orchestra, chord, chord progression, strum, pluck.</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> To be able to recognise instruments from the string family. To understand and can explain more musical words/language - pulse/ rhythm/pitch/tempo/dynamics/timbre/texture/structure. To know what a chord is. Understand that the words of a song convey meaning and how it is important to show how I feel when I sing a song. <p><u>Skills</u></p> <ul style="list-style-type: none"> Begin to place music in its historical context based on different instruments and their sounds. Listen and respond to Opera music. Listen to and evaluate works of Elgar, Mozart and Beethoven. To compose in a group with their ukulele. To be able to pluck and strum the strings of the ukulele. To recognise TAB notation To improvise confidently. 	<p><u>Vocabulary</u> Violin, arco, pizzicato, treble clef, time signatures, Rock, bridge, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Motown, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> To listen to a variety of music from different styles, traditions and times and place the music in its historical context. To recognise/identify different style indicators and different instruments and their sounds. <p><u>Skills</u></p> <ul style="list-style-type: none"> To find the pulse of any piece of music with ease and confidence, internally or externally, with body movement. To use musical words/language to describe the music that is listened to. To enjoy listening to others discussing their ideas about the music listened to and respectfully share ideas. Enjoy singing in a group and think about how the whole song fits together. To play the violin pizzicato and arco. To read open string staff notation. To compose and notate a warm-up for the violin. To feel confident creating improvised melodies with their voice and instrument. 	<p><u>Vocabulary</u> Djembe, hi-hat, snare, bass drum, call and response, style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, civil rights, gender equality, unison, harmony.</p> <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 sing in unison and to sing backing vocals To experience rapping and solo singing. Play a musical instrument with the correct technique within the context of the Unit song. Improvise using instruments in the context of a song <p><u>Knowledge</u></p> <ul style="list-style-type: none"> To use music technology software such as GarageBand to compose. To recognise style indicators of the songs (musical characteristics that give the songs their style) To be able to use the djembe drums for call and response. To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. To be able to sing songs and convey a sense of meaning. Understand different ways of writing music down – e.g. staff notation, symbols Know the notes C, D, E, F, G, A, B + C on the treble stave To be able to lead the group.