

Music Progression Document



FS		KS1		KS2				
EYFS		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Listen and Respond	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> To know nursery rhymes off by heart. To know the stories of some of the nursery rhymes. <p>Disciplinary Knowledge and Skills:</p> <ul style="list-style-type: none"> To learn that music can touch your feelings. To enjoy moving to music by dancing, marching, being animals or Pop stars. 	<p>Listening and appraising</p>	<p>Substantive Knowledge</p> <ul style="list-style-type: none"> To know 5 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. <p>Disciplinary Knowledge and Skills</p> <ul style="list-style-type: none"> To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. 	<p>Substantive Knowledge</p> <ul style="list-style-type: none"> To know five songs off by heart. To know some songs have a chorus or a response/answer part. To know that songs have a musical style. <p>Disciplinary Knowledge and Skills</p> <ul style="list-style-type: none"> 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. 	<p>Substantive Knowledge</p> <ul style="list-style-type: none"> To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about: <ul style="list-style-type: none"> 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 <p>Disciplinary Knowledge and Skills</p> <ul style="list-style-type: none"> To confidently identify and move to the pulse. 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. 	<p>Substantive Knowledge</p> <p>To know five songs from memory and who sang them or wrote them.</p> <p>To know the style of the five songs.</p> <p>To choose one song and be able to talk about:</p> <ul style="list-style-type: none"> 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. <p>Disciplinary Knowledge and Skills</p> <ul style="list-style-type: none"> To confidently identify and move to the pulse. 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. 	<p>Substantive Knowledge</p> <ul style="list-style-type: none"> To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? To know the style of the five 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: <ul style="list-style-type: none"> 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 heard in the songs 	<p>Substantive Knowledge</p> <ul style="list-style-type: none"> To know five 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: <ul style="list-style-type: none"> 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?

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						<ul style="list-style-type: none"> ● Listen carefully and respectfully to other people's thoughts about the music. ● When you talk try to use musical words. 	<p>○ The historical context of the songs. What else was going on at this time?</p> <p>Disciplinary Knowledge and Skills</p> <ul style="list-style-type: none"> ● To identify and move to the pulse with ease. ● 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 you 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 you feel. 	<p>○ Know and talk about that fact that we each have a musical identity</p> <p>Disciplinary Knowledge and Skills</p> <ul style="list-style-type: none"> ● To identify and move to the pulse with ease. ● 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 you feel, using musical language to describe the music.
<p>Explore and Create (Musical Activities)</p>	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> ● To know that we can move with the pulse of the music. ● To know that the words of songs can tell stories and paint pictures. <p>Disciplinary Knowledge and Skills:</p> <ul style="list-style-type: none"> ● Activity A Games Track 	<p>Playing Musical games</p>	<p>Substantive Knowledge</p> <ul style="list-style-type: none"> ● To know that music has a steady pulse, like a heartbeat. ● To know that we can create rhythms <p>Disciplinary Knowledge and Skills:</p> <ul style="list-style-type: none"> ● Game 1 – Have Fun Finding The Pulse! 	<p>Substantive Knowledge</p> <ul style="list-style-type: none"> ● To know that music has a steady pulse, like a heartbeat. ● To know that we can create rhythms from words, our names, favourite food, colours and animals. ● Rhythms are different from the steady pulse. 	<p>Substantive Knowledge</p> <ul style="list-style-type: none"> ● Know how to find and demonstrate the pulse. ● Know the difference between pulse and rhythm. ● Know how pulse, rhythm and pitch work together to create a song. 	<p>Substantive Knowledge</p> <p>Know and be able to talk about:</p> <ul style="list-style-type: none"> ● How pulse, rhythm and pitch work together ● Pulse: Finding the pulse – the heartbeat of the music ● Rhythm: the long and short patterns over the pulse ● Know the difference between pulse and rhythm 	<p>Substantive Knowledge</p> <p>Know and be able to talk about:</p> <ul style="list-style-type: none"> ● How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song 	<p>Substantive Knowledge</p> <p>Know and be able to talk about:</p> <ul style="list-style-type: none"> ● How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music ● How to keep the internal pulse ● Musical Leadership:

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	<p>Find the pulse by copying a character in a nursery rhyme, i imagining a similar character or object and finding different ways to keep the pulse.</p> <ul style="list-style-type: none"> ● Activity B Copycat Rhythm Copy basic rhythm patterns of single words, building to short phrases from the song/s. ● Activity C High and Low Explore high and low using voices and sounds of characters in the songs. Listen to high-pitched and low-pitched sounds on a glockenspiel. ● Activity D Create Your Own Sounds Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song. ● Extension Activity Adding a 2-note melody to the rhythm of the words. Playing with two pitched notes to invent musical patterns. 		<p>Find the pulse. Choose an animal and find the pulse</p> <ul style="list-style-type: none"> ● Game 2 – Rhythm Copy Back Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat. ● Game 3 – Rhythm Copy Back, Your Turn Create rhythms for others to copy ● Game 4 – Pitch Copy Back and Vocal Warm-up 1 Listen and sing back. Use your voices to copy back using 'la', whilst marching to the steady beat ● Game 4a – Pitch Copy Back and Vocal Warm-up 2 Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la'. 	<ul style="list-style-type: none"> ● We add high and low sounds, pitch, when we sing and play our instruments. <p>Disciplinary Knowledge and Skills</p> <ul style="list-style-type: none"> ● Game 1 – Have Fun Finding the Pulse! Find the pulse. Choose an animal and find the pulse. ● Game 2 – Rhythm Copy Back Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching the steady beat. ● Game 3 – Rhythm Copy Back, Your Turn Create rhythms for others to copy. ● Game 4 – Pitch Copy Back and Vocal Warm-up 1 Listen and sing back. Use your voices to copy back using 'la', whilst marching the steady beat. ● Game 4a – Pitch Copy Back and Vocal Warm-up 2 Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la' 	<ul style="list-style-type: none"> ● Know that every piece of music has a pulse/steady beat. ● Know the difference between a musical question and an answer. <p>Disciplinary Knowledge and Skills</p> <ol style="list-style-type: none"> 1. Find the Pulse 2. Rhythm Copy Back: <ol style="list-style-type: none"> a. Bronze: Clap and say back rhythms b. Silver: Create your own simple rhythm patterns c. Gold: Perhaps lead the class using their simple rhythms 3. Pitch Copy Back Using 2 Notes <ol style="list-style-type: none"> a. Bronze: Copy back – 'Listen and sing back' (no notation) b. Silver: Copy back with instruments, without then with notation c. Gold: Copy back with instruments, without and then with notation 4. Pitch Copy Back and Vocal Warm-ups 	<ul style="list-style-type: none"> ● Pitch: High and low sounds that create melodies ● How to keep the internal pulse ● Musical Leadership: creating musical ideas for the group to copy or respond to <p>Disciplinary Knowledge and Skills</p> <ol style="list-style-type: none"> 1. Find the Pulse 2. Rhythm Copy Back: <ol style="list-style-type: none"> a. Bronze: Clap and say back rhythms b. Silver: Create your own simple rhythm patterns c. Gold: Perhaps lead the class using their simple rhythms 3. Pitch Copy Back Using 2 Notes <ol style="list-style-type: none"> a. Bronze: Copy back – 'Listen and sing back' (no notation) b. Silver: Copy back with instruments, without then with notation c. Gold: Copy back with instruments, without and then with notation 4. Pitch Copy Back and Vocal Warm-ups 	<ul style="list-style-type: none"> ● How to keep the internal pulse ● Musical Leadership: creating musical ideas for the group to copy or respond to <p>Disciplinary Knowledge and Skills</p> <ul style="list-style-type: none"> ● Bronze Challenge <ul style="list-style-type: none"> ○ Find the pulse ○ 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 ● Silver Challenge <ul style="list-style-type: none"> ○ Find the pulse ○ Lead the class by inventing rhythms for others to copy back ○ Question and answer using two different notes ● Gold Challenge <ul style="list-style-type: none"> ○ Find the pulse ○ Lead the class by inventing rhythms for them to copy back ○ Copy back three-note riffs by ear and with notation ○ Question and answer using three different notes 	<p>Disciplinary Knowledge and Skills</p> <ul style="list-style-type: none"> ● Bronze Challenge <ul style="list-style-type: none"> ○ Find the pulse ○ 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 ● Silver Challenge <ul style="list-style-type: none"> ○ Find the pulse ○ Lead the class by inventing rhythms for others to copy back ○ Copy back two-note riffs by ear and with notation ○ Question and answer using two different notes ● Gold Challenge <ul style="list-style-type: none"> ○ Find the pulse ○ Lead the class by inventing rhythms for them to copy back ○ Copy back three-note riffs by ear and with notation ○ Question and answer using three different notes
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<p>Singing</p>	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> ● To sing or rap nursery rhymes and simple songs from memory. ● Songs have sections. <p>Disciplinary Knowledge and Skills:</p> <ul style="list-style-type: none"> ● To sing along with a pre-recorded song and add actions. ● To sing along with the backing track. 	<p>Singing</p>	<p>Substantive Knowledge</p> <p>To confidently sing or rap five songs from memory and sing them in unison.</p> <p>Disciplinary Knowledge and Skills</p> <ul style="list-style-type: none"> ● Learn about voices, singing notes of different pitches (high and low). ● Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. ● Learn to start and stop singing when following a leader. 	<p>Substantive Knowledge</p> <ul style="list-style-type: none"> ● To confidently know and sing five songs from memory. ● To know that unison is everyone singing at the same time. ● Songs include other ways of using the voice e.g. rapping (spoken word). ● To know why we need to warm up our voices. <p>Disciplinary Knowledge and Skills</p> <ul style="list-style-type: none"> ● Learn about voices singing notes of different pitches (high and low). ● Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). ● Learn to find a comfortable singing position. ● Learn to start and stop singing when following a leader. 	<p>Substantive Knowledge</p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Singing in a group can be called a choir ● Leader or conductor: A person who the choir or group follow ● Songs can make you feel different things e.g. happy, energetic or sad ● Singing as part of an ensemble or large group is fun, but that you must listen to each other ● To know why you must warm up your voice <p>Disciplinary Knowledge and Skills</p> <ul style="list-style-type: none"> ● 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. 	<p>Substantive Knowledge</p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Singing in a group can be called a choir ● Leader or conductor: A person who the choir or group follow ● Songs can make you feel different things e.g. happy, energetic or sad ● Singing as part of an ensemble or large group is fun, but that you must listen to each other ● Texture: How a solo singer makes a thinner texture than a large group ● To know why you must warm up your voice <p>Disciplinary Knowledge and Skills</p> <ul style="list-style-type: none"> ● 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 rejoin the song if lost. ● To listen to the group when singing. 	<p>Substantive Knowledge</p> <ul style="list-style-type: none"> ● To know and confidently sing five 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: <ul style="list-style-type: none"> ○ 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 your voice <p>Disciplinary Knowledge and Skills</p> <ul style="list-style-type: none"> ● 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 you fit into the group. ● To sing with awareness of being 'in tune'. 	<p>Substantive Knowledge</p> <ul style="list-style-type: none"> ● To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. ● To know about the style of the songs so you can represent the feeling and context to your audience ● To choose a song and be able to talk about: <ul style="list-style-type: none"> ○ 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 your voice <p>Disciplinary Knowledge and Skills</p> <ul style="list-style-type: none"> ● 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 you fit into the group. ● To sing with awareness of being 'in tune'.
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