



St Lawrence's Progression in Music Knowledge and Skills



Year	Listening and Appraising	Rhythm and Pitch	Singing	Playing	Improvisation	Composition	Performance
EYFS	Enjoy listening to a range of appropriate songs	When appropriate try to move in time with music	Sing a range of well-known nursery rhymes and songs	Enjoy experimenting making sound			Perform songs and rhymes with others
Y1	Know and recognise the sound and names of some instruments used in music. Know some songs off by heart. Know what those songs are about.	Learn how they can enjoy moving to music by dancing, marching or being animals. Know that music has a steady pulse, like a heartbeat. Know that we can create rhythms from words, our names, favourite food, colours etc.	To confidently sing or rap songs from memory and sing them in unison. Learn about singing notes of different pitches (high and low) Learn to start and stop singing when following a leader.	Treat instruments carefully and with respect Listen to and follow musical instructions from a leader Learn to play an instrumental part in a song			Perform a song and reflect on how they felt.
Y2	Know that songs have a musical style. Know some songs have a chorus or a response/answer part Know that some songs tell a story or describe an idea.	Rhythms are different from the steady pulse We add high and low sounds (pitch) when we sing and play our instruments	Know that unison is everyone singing at the same time Know why we need to warm up our voices Learn that they can make different types of sounds with their voices	Know the names of untuned percussion instruments played in class Play a part in time with a steady pulse			Understand that a performance is sharing music with an audience
Y3	To choose one song and be able to talk about: <ul style="list-style-type: none"> - It's lyrics - Identify the main sections of the song - Name some of the instruments heard in the song <p>Think about what the words of a song mean. Listen carefully and respectfully to other people's thoughts about the music.</p>	Confidently identify and move to the pulse Know that every piece of music has a pulse/steady beat.	Understand the musical terms: choir, leader or conductor To sing in unison and in simple two parts To sing with an awareness of being 'in tune' To sing with an awareness of the pulse	Rehearse and perform a part within the context of the whole class learning. Learn to play a tuned instrument.	Clap and improvise – listen and clap back, then improvise your own rhythm	To know and be able to talk about different ways of recording compositions (letter names, symbols etc) Help create a simple melody and record the composition in any way that's appropriate (e.g. graphic/pictorial notation)	To choose what to perform To communicate the meaning of the words and clearly articulate them



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Y4	<p>To know songs from memory and who sang or wrote them. Identify musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch) To talk about the musical dimensions working together in the songs e.g. if the song gets louder in the chorus (the dynamics)</p>	<p>Know how pulse, rhythm and pitch work together to create a song. Pulse – finding the pulse (the heartbeat of the music) Rhythm – the long and short patterns over the pulse Pitch: High and low sounds that create melodies</p>	<p>Understand that songs can make you feel different things e.g. happy, energetic or sad Learn to listen to each other when singing as an ensemble Demonstrate a good singing posture Re-join the song if lost</p>	<p>Know and be able to talk about other instruments they might play or be played in a band or orchestra, or by their friends. To listen to and follow musical instructions from a leader.</p>	<p>Know and be able to talk about improvisations: when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Know that you can riffs you have heard in your improvisations.</p>	<p>Plan and create a section of music that can be performed Talk about how it was created</p>	<p>Present a musical performance designed to capture the audience To communicate the meanings of the words and clearly articulate them</p>
Y5	<p>To know songs from memory and describe why they were written The historical context of the songs – what else was going on at this time? To think about the message of songs To compare two songs in the same style, talking about what stands out musically – the similarities and the differences Try to use musical words</p>	<p>Know and talk about how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song</p>	<p>Choose a song to sing, and talk about its main features as well as the meaning of the lyrics To know and explain the importance of warming up your voice.</p>	<p>Know and be able to talk about different ways of writing music down – e.g. staff notation, symbols Recognise the notes C,D,E,F,G,A,B + C on the treble stave</p>	<p>To know three well-known improvising musicians</p>	<p>Notation : recognise the connection between sound and symbol</p>	<p>To record a performance and compare it to a previous performance. Discuss and talk musically about what went well and what could be improved.</p>
Y6	<p>To know the style of songs and name other songs in those styles. To know and talk about the fact that we each have a musical identity Talk about the music and how it makes you feel, using musical language to describe the music.</p>	<p>Create musical ideas for the group to copy or respond to Copy back rhythms based on the words of the main song, that include syncopation/off beat. Lead the class by inventing rhythms for others to copy back</p>	<p>Choose a song and talk about singing in unison, the solo, lead vocal, backing vocals or rapping. To sing in unison and to sing backing vocals To listen to each other and be aware of how you fit into the group</p>	<p>Play a musical instrument: with the correct technique within the context of the song</p>	<p>Improvise using instruments in the context of a song to be performed.</p>	<p>Create simple melodies using up to five different notes and simple rhythms Record the composition in any way appropriate</p>	<p>Understand that a performance can be to one person, or to each other. Everything that will be performed must be planned and learned Sing the words clearly, and play with confidence</p>