

KNOWLEDGE PROGRESSION YEAR GROUP OVERVIEW – Music

| Features | | | | | |
|---|--|--|---|---|--|
| <ul style="list-style-type: none"> • At Early Years, the key knowledge progression document takes reference from the following documentation: Early Years Framework, Development Matters and Birth to 5 Matters • At key stage 1 and 2, the key knowledge progression document takes full account of the national curriculum's requirements and groups these into the following strands: <ul style="list-style-type: none"> ○ Singing and performing ○ Playing an instrument and performing ○ Listening and Appreciating ○ Composing ○ History of music ○ These strands have been selected to reflect the key knowledge and skills in the national curriculum subject content. | | | | | |
| <ul style="list-style-type: none"> • Skills are dependent on specific knowledge. A skill is the capacity to perform and in order to perform a deep body of knowledge needs to be acquired and retained. | | | | | |
| <ul style="list-style-type: none"> • These knowledge statements should be what pupils retain for ever. In other words, this knowledge is within their long-term memory and will be retained. | | | | | |
| <ul style="list-style-type: none"> • When considering pupils' improvement in subject specific vocabulary, pupils could be provided with a knowledge organiser which contains the relevant words used for music for their age group. | | | | | |
| Early Years Framework | | | | | |
| | Early Years Statutory Framework: Educational Programme Expressive Arts and Design | | | Early Learning Goal Being Imaginative and Expressive | |
| Early Years | <p><i>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</i></p> | | | <ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and-when appropriate try to move in time with the music | |
| National Curriculum Subject Content | | | | | |
| Strand | Singing and performing | | Playing an instrument and performing | Listening and appreciating | Composing |
| Key Stage 1 | <ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes | | <ul style="list-style-type: none"> • Play tuned and untuned instruments musically | <ul style="list-style-type: none"> • Listen with concentration and understanding to a range of high-quality live and recorded music | <ul style="list-style-type: none"> • Experiment with, create, select and combine sounds using the inter-related dimensions of music |
| Strand | Singing and performing | Playing an instrument and performing | Listening and appreciating | Composing | History of Music |
| Key Stage 2 | <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | <ul style="list-style-type: none"> • Use and understand staff and other musical notations • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | <ul style="list-style-type: none"> • Listen with attention to detail and recall sounds with increasing aural memory • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians | <ul style="list-style-type: none"> • Improvise and compose music for a range of purposes using the inter-related dimensions of music | <ul style="list-style-type: none"> • Develop an understanding of the history of music |

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| Singing and performing | <ul style="list-style-type: none"> MN.1 know how to sing, listening to the pitch of another person MN.2 know how to sing simple songs to self MN.3 know how to remember and perform sequences and patterns of movements which are related to music and rhythm (e.g. heads, shoulders, knees and toes) | <ul style="list-style-type: none"> MR.1 know how to sing, matching the pitch and following the melody | <ul style="list-style-type: none"> M1.1 know how to creatively use voice to make different sounds | <ul style="list-style-type: none"> M2.1 know how to sing with an awareness of pulse, pitch, tempo and dynamics | Singing and performing | <ul style="list-style-type: none"> M3.1 know how to sing with increasing awareness of pitch and the interrelated musical dimensions (including pulse, pitch, tempo and dynamics) | <ul style="list-style-type: none"> M4.1 know how to sing songs with an increased understanding of the overall effect that the interrelated musical elements can have | | | |
| | <ul style="list-style-type: none"> MN.4 know a repertoire of familiar songs MN.5 know a range of nursery rhymes off by heart | <ul style="list-style-type: none"> MR.2 know how to sing in a group or on their own MR.3 know a variety of rhymes, poems and songs (e.g. nursery rhymes, pop songs, songs from home, songs from TV) | <ul style="list-style-type: none"> M1.2 know how to recognise difference between singing voice and speaking voice through exploring chants and songs | <ul style="list-style-type: none"> M2.2 know how to use voice expressively when speaking rhymes | | <ul style="list-style-type: none"> M3.2 know how to explore songs with different structures-ostinatos/rounds/call and response | <ul style="list-style-type: none"> M4.2 know how to sing songs with different structures and genres including songs from memory M4.3 know how to perform musical melodies using the voice, from memory | <ul style="list-style-type: none"> M5.1 know how to maintain own part whilst others are performing their part M5.2 know how to sing part songs and recognising the musical effect this has (for example rounds, canons, harmonies, partner songs) | <ul style="list-style-type: none"> M6.1 know how to sing in harmony and parts with increasing confidence and accuracy | <ul style="list-style-type: none"> M7.1 know how to take part in an ensemble or solo performance with increasing confidence and awareness of the interrelated dimensions of music |

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| Playing an instrument and performing | <ul style="list-style-type: none"> MN.6 know how to make different sounds with instruments, (e.g. loud/quiet) MN.7 know that the way we play an instrument effects the sound it makes MN.8 know how to create sounds by rubbing, shaking, tapping, striking or blowing MN.9 know that sounds can be different (e.g. quiet, loud, soft, scratchy) | <ul style="list-style-type: none"> MR.4 know how to make music in a range of ways (e.g. plays with sounds creatively) MR.5 know how to perform songs and rhymes with others | <ul style="list-style-type: none"> M1.3 know how to explore the sounds of different tuned and untuned instruments | <ul style="list-style-type: none"> M2.3 know how to explore types/ timbres of sounds | Playing an instrument and performing | <ul style="list-style-type: none"> M3.3 know how to explore the interrelated dimensions of music and their impact | <ul style="list-style-type: none"> M4.4 know how to play with an increasing awareness of pitch and quality of sound on different instruments | <ul style="list-style-type: none"> M5.3 know how to improve quality of playing with increasing awareness of technique and the interrelated dimensions of music | | <ul style="list-style-type: none"> M7.2 perform using the interrelated dimensions of music |
| | <ul style="list-style-type: none"> MN.10 know how to move in time to a piece of music | <ul style="list-style-type: none"> MR.6 know how to play along to the steady beat of a song they are singing or music they are listening to | <ul style="list-style-type: none"> M1.4 know how to use body percussion and instruments to play to the pulse of a song or piece of music M1.5 know when to start and stop | <ul style="list-style-type: none"> M2.4 know how to play simple rhythmic patterns and the pulse using body percussion and tuned and untuned instrument musically | | <ul style="list-style-type: none"> M3.4 know how to create repeated patterns with different instruments including body percussion | | <ul style="list-style-type: none"> M6.2 know how to play instruments with increasing fluency and control | <ul style="list-style-type: none"> M7.3 performing with an awareness of style | |

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| | | | | <ul style="list-style-type: none"> M2.5 know simple ways to interpret music graphically | | <ul style="list-style-type: none"> M3.5 know how to use simple notation such as a graphic score or staff notation | <ul style="list-style-type: none"> M4.5 know how to use instruments to interpret musical patterns and structures of music using different notation | <ul style="list-style-type: none"> M5.4 know simple notation such as a graphic score or staff notation | | |
| | | | | | | | <ul style="list-style-type: none"> M4.6 know how to reproduce sounds from memory | | <ul style="list-style-type: none"> M6.3 know how to play in ensembles or solo context with awareness of features of different pieces of music and how to adjust their playing accordingly | <ul style="list-style-type: none"> M7.4 perform in an ensemble showing an awareness of parts M7.5 continue your own part with an awareness of others and the impact of the overall performance |
| Listening and appreciating | <ul style="list-style-type: none"> MN.11 know playing instruments can express their feelings and ideas MN.12 know how to listen with increasing attention to sounds | <ul style="list-style-type: none"> MR.7 know how to respond to what they have heard in different ways (e.g. making comments, moving, drawing) MR.8 know how to express how a piece of music makes them feel | <ul style="list-style-type: none"> M1.6 know key musical vocabulary to state what they are hearing M1.7 know and state whether they like or dislike a piece of music and explain why | <ul style="list-style-type: none"> M2.6 know an increased vocabulary to comment on the music they are exposed to | Listening and appreciating | <ul style="list-style-type: none"> M3.6 know and use musical vocabulary to describe what they like and do not like about a piece of music | <ul style="list-style-type: none"> M4.7 know how to describe, compare and evaluate music using musical vocabulary | <ul style="list-style-type: none"> M5.5 know how to explain why they think music is successful or unsuccessful | <ul style="list-style-type: none"> M6.4 know how to accurately describe a small section of the music listened to and explain how this impacts on the overall piece | |

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| | | <ul style="list-style-type: none"> MR.9 know some basic musical terms such as: pitch – high or low, beat | <ul style="list-style-type: none"> M1.8 know further basic musical terms such as: tempo (fast or slow) and melody | | | <ul style="list-style-type: none"> M3.7 know and use musical vocabulary to describe a piece of music M3.8 know how to listen with increasing accuracy identifying the interrelated dimensions in a piece of music (for example: pitch, dynamics, tempo) | <ul style="list-style-type: none"> M4.8 know and explain why silence is often needed in music and explain what effect it has | | | <ul style="list-style-type: none"> M7.6 use the inter related dimensions of music to describe what is happening in a piece of music M7.7 develop an understanding of the inter-related dimensions of music such as timbre, texture, duration etc |
| | | | <ul style="list-style-type: none"> M1.9 know how to appreciate music in different ways such as listening, moving to the music and playing along | <ul style="list-style-type: none"> M2.7 know how to develop their appreciation and listening skills using movement and graphic interpretations when listening to music | | <ul style="list-style-type: none"> M3.9 know how to explore different interpretations of music such as dance, art, creation of own music response | | <ul style="list-style-type: none"> M5.6 know how to repeat and respond to a phrase from the music after listening intently | | |
| | | | | | | | <ul style="list-style-type: none"> M4.9 know and describe the different purposes of music and how this links to our world and its communities | | <ul style="list-style-type: none"> M6.5 know how to evaluate how the venue, occasion and purpose affects the way a piece of music is created | <ul style="list-style-type: none"> M7.8 compare and contrast music in different styles and genres |

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| Composing | <ul style="list-style-type: none"> MN.13 know how to create sounds to accompany stories MN.14 know how to create and use sounds intentionally MN.15 know how to tap out simple repeated rhythms using an instrument including their own body | <ul style="list-style-type: none"> MR.10 know how to engage in music making and dance on their own and in a group MR.11 know how to choose particular instruments / sounds for their own imaginative purposes | <ul style="list-style-type: none"> M1.10 know how to clap and repeat short rhythmic and melodic patterns M1.11 know how to make a sequence of sounds and respond to different moods in music | <ul style="list-style-type: none"> M2.8 know how to create music in response to different starting points M2.9 know how to order sounds to create a beginning, middle and an end | Composing | <ul style="list-style-type: none"> M3.10 know how to combine different sounds to create a specific mood or feeling with increasing awareness of the interrelated musical dimensions M3.11 know the effect the interrelated musical dimensions have (e.g., pitch, duration, dynamics, tempo, timbre, texture and structure) | | <ul style="list-style-type: none"> M5.7 know how to compose music which meets specific criteria M5.8 know which interrelated musical dimensions affect the overall composition | <ul style="list-style-type: none"> M6.6 know and use a variety of different musical devices in composition including melody, rhythms and chords, with increasing accuracy | <ul style="list-style-type: none"> M7.9 respond to a given starting point for a composition MY7.10 apply musical ideas using the interrelated musical dimensions such as structure, harmony, melody, instrumentation etc. |
| | | | | <ul style="list-style-type: none"> M2.10 know ways to record their music graphically | | <ul style="list-style-type: none"> M3.12 know how to record their work graphically | <ul style="list-style-type: none"> M4.10 know how to use notation to record compositions in a small group or individually | | | |
| History of music | | <ul style="list-style-type: none"> MR.12 know that nursery rhymes have been taught to their parents, grandparents and beyond | <ul style="list-style-type: none"> M1.12 know that music has been composed in different time periods | <ul style="list-style-type: none"> M2.11 know that music across time has been made by different composers and in different styles | History of music | <ul style="list-style-type: none"> M3.13 know and recognise the work of at least one famous composer | <ul style="list-style-type: none"> M4.11 know how to identify the style of work from famous composers | <ul style="list-style-type: none"> M5.9 know how to contrast the work of a famous composer with another and explain preferences using musical vocabulary | <ul style="list-style-type: none"> M6.7 know how to compare and contrast the impact that different composers from different times have had on people of that time | <ul style="list-style-type: none"> M7.11 begin to have an awareness of the different periods of music M7.12 develop an understanding of the differences between classical and popular music |