



## Music Knowledge and Skills Progression 12R

Music Knowledge and Skills Progression		
Listen and appraise		
	Knowledge	Skills
Year 1	<ul style="list-style-type: none"> <li>To know 5 songs off by heart.</li> <li>To know what the songs are about.</li> <li>To know and recognise the sound and names of some of the instruments they use.</li> </ul>	<ul style="list-style-type: none"> <li>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>To know five songs off by heart.</li> <li>To know some songs have a chorus or a response/answer part.</li> <li>To know that songs have a musical style.</li> </ul>	<ul style="list-style-type: none"> <li>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</li> <li>To learn how songs can tell a story or describe an idea.</li> </ul>

Games		
	Knowledge	Skills
Year 1	<ul style="list-style-type: none"> <li>To know that music has a steady pulse, like a heartbeat.</li> <li>To know that we can create rhythms from words, our names, favourite food, colours and animals.</li> </ul>	<p>There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch. Children will complete the following in relation to the main song:</p> <ul style="list-style-type: none"> <li>Game 1 – Have Fun Finding The Pulse! Find the pulse. Choose an animal and find the pulse</li> <li>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.</li> <li>Game 3 – Rhythm Copy Back, Your Turn Create rhythms for others to copy</li> <li>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</li> <li>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'.</li> </ul>



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Year 2	<ul style="list-style-type: none"> <li>• To know that music has a steady pulse, like a heartbeat.</li> <li>• To know that we can create rhythms from words, our names, favourite food, colours and animals.</li> <li>• Rhythms are different from the steady pulse.</li> <li>• We add high and low sounds, pitch, when we sing and play our instruments.</li> </ul>	<p>There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch. Children will complete the following in relation to the main song:</p> <ul style="list-style-type: none"> <li>• Game 1 – Have Fun Finding the Pulse! Find the pulse. Choose an animal and find the pulse.</li> <li>• 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.</li> <li>• Game 3 – Rhythm Copy Back, Your Turn Create rhythms for others to copy.</li> <li>• 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.</li> <li>• 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'.</li> </ul>
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Singing		
	Knowledge	Skills
Year 1	<ul style="list-style-type: none"> <li>• To confidently sing or rap five songs from memory and sing them in unison.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn about voices, singing notes of different pitches (high and low).</li> <li>• Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.</li> <li>• Learn to start and stop singing when following a leader.</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• To confidently know and sing five songs from memory.</li> <li>• To know that unison is everyone singing at the same time.</li> <li>• Songs include other ways of using the voice e.g. rapping (spoken word).</li> <li>• To know why we need to warm up our voices.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn about voices singing notes of different pitches (high and low).</li> <li>• Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).</li> <li>• Learn to find a comfortable singing position.</li> <li>• Learn to start and stop singing when following a leader.</li> </ul>



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Playing		
	Knowledge	Skills
Year 1	<ul style="list-style-type: none"> <li>Learn the names of the notes in their instrumental part from memory or when written down.</li> <li>Learn the names of the instruments they are playing.</li> </ul>	<ul style="list-style-type: none"> <li>Treat instruments carefully and with respect.</li> <li>Play a tuned instrumental part with the song they perform.</li> <li>Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part).</li> <li>Listen to and follow musical instructions from a leader.</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>Learn the names of the notes in their instrumental part from memory or when written down.</li> <li>Know the names of untuned percussion instruments played in class.</li> </ul>	<ul style="list-style-type: none"> <li>Treat instruments carefully and with respect.</li> <li>Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).</li> <li>Play the part in time with the steady pulse.</li> <li>Listen to and follow musical instructions from a leader.</li> </ul>

Improvisation		
	Knowledge	Skills
Year 1	<ul style="list-style-type: none"> <li>Improvisation is about making up your own tunes on the spot.</li> <li>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>Everyone can improvise!</li> </ul>	<p>Use the improvisation tracks provided. Improvise using the three challenges:</p> <ol style="list-style-type: none"> <li>Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words).</li> <li>Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</li> <li>Improvise! – Take it in turns to improvise using one or two notes.</li> </ol>
Year 2	<ul style="list-style-type: none"> <li>Improvisation is making up your own tunes on the spot.</li> </ul>	<p>Use the improvisation tracks provided. Improvise using the three challenges:</p>



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	<ul style="list-style-type: none"> <li>• When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>• Everyone can improvise, and you can use one or two notes.</li> </ul>	<ol style="list-style-type: none"> <li>1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words).</li> <li>2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</li> <li>3. Improvise! – Take it in turns to improvise using one or two notes.</li> </ol>
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Composition		
	Knowledge	Skills
Year 1	<ul style="list-style-type: none"> <li>• Composing is like writing a story with music.</li> <li>• Everyone can compose.</li> </ul>	<ul style="list-style-type: none"> <li>• Help to create a simple melody using one, two or three notes.</li> <li>• Learn how the notes of the composition can be written down and changed if necessary.</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• Composing is like writing a story with music.</li> <li>• Everyone can compose.</li> </ul>	<ul style="list-style-type: none"> <li>• Help create three simple melodies with the Units using one, three or five different notes.</li> <li>• Learn how the notes of the composition can be written down and changed if necessary.</li> </ul>

Performance		
	Knowledge	Skills
Year 1	<ul style="list-style-type: none"> <li>• A performance is sharing music with other people, called an audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose a song they have learnt from the Scheme and perform it.</li> <li>• They can add their ideas to the performance.</li> </ul>



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		<ul style="list-style-type: none"><li>Record the performance and say how they were feeling about it.</li></ul>
Year 2	<ul style="list-style-type: none"><li>A performance is sharing music with an audience.</li><li>A performance can be a special occasion and involve a class, a year group or a whole school.</li><li>An audience can include your parents and friends.</li></ul>	<ul style="list-style-type: none"><li>Choose a song they have learnt from the Scheme and perform it.</li><li>They can add their ideas to the performance.</li><li>Record the performance and say how they were feeling about it.</li></ul>