



## Progression of Music

	KNOWLEDGE	PERFORMANCE OF SKILLS
EYFS	<b>Unit: Performing</b> <ul style="list-style-type: none"> <li>To know that there are special songs we can sing to celebrate events.</li> <li>To understand that my voice or an instrument can match an action in a song.</li> <li>To understand that performing means playing a finished piece of music for an audience.</li> </ul>	<ul style="list-style-type: none"> <li>Using their voices to join in with well-known songs from memory</li> <li>Remembering and maintaining their role within a group performance.</li> <li>Moving to music with instruction to perform actions.</li> <li>Participating in performances to a small audience.</li> <li>Stopping and starting playing at the right time.</li> </ul>
Year 1	<b>Prior knowledge</b> <ul style="list-style-type: none"> <li>To understand that my voice or an instrument can match an action in a song.</li> </ul> <p><i>Within Inter-related dimensions</i></p>	<ul style="list-style-type: none"> <li>Using their voices expressively to speak and chant.</li> <li>Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.</li> <li>Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments.</li> <li>Copying back short rhythmic and melodic phrases on percussion instruments.</li> </ul>
Year 2	<p><i>Within Inter-related dimensions</i></p>	<ul style="list-style-type: none"> <li>Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).</li> <li>Singing short songs from memory, with melodic and rhythmic accuracy.</li> <li>Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.</li> <li>Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.</li> </ul>



<p>Year 3</p>	<ul style="list-style-type: none"> <li>• To know that an ensemble is a group of musicians who perform together.</li> <li>• To know that to perform well, it is important to listen to the other members of your ensemble</li> <li>• To know the correct technique for playing tuned percussion instruments</li> </ul>	<ul style="list-style-type: none"> <li>• Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.</li> <li>• Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</li> <li>• Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.</li> <li>• Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</li> <li>• Performing from basic staff notation, incorporating rhythm and pitch and be able to identify these symbols using musical terminology.</li> </ul>
<p>Year 4</p>	<p><b>Prior knowledge</b></p> <ul style="list-style-type: none"> <li>• To know that to perform well, it is important to listen to the other members of your ensemble</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.</li> <li>• To be able to play tuned percussion instruments with the correct technique</li> </ul>	<ul style="list-style-type: none"> <li>• Singing and playing in time with peers with accuracy and awareness of their part in the group performance.</li> <li>• Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</li> <li>• Playing syncopated rhythms with accuracy, control and fluency.</li> <li>• Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</li> </ul>
<p>Year 5</p>	<p><b>Prior knowledge</b></p> <ul style="list-style-type: none"> <li>• To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• To know that choreography means the organisation of steps or moves in a dance.</li> </ul>	<ul style="list-style-type: none"> <li>• Performing with accuracy and fluency from graphic and simple staff notation.</li> <li>• Playing a simple chord progression with accuracy and fluency.</li> <li>• Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</li> </ul>



Year 6	<ul style="list-style-type: none"><li>• To know that choreography means the organisation of steps or moves in a dance.</li></ul>	<ul style="list-style-type: none"><li>• Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.</li><li>• Performing a solo or taking a leadership role within a performance.</li><li>• Performing with accuracy and fluency from graphic and staff notation and from their own notation.</li><li>• Performing by following a conductor's cues and directions.</li></ul>
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