



Progression of music

	KNOWLEDGE	PERFORMANCE OF SKILLS
EYFS	<p>Unit: Listening</p> <ul style="list-style-type: none"> To understand how to listen carefully and talk about what I hear. To know that the beat is the steady pulse of a song To understand that a piece of music can tell a story with sounds. To know that an orchestra is a big group of people playing a variety of instruments together. To know that tempo is the speed of the music. To know that moving to music can be part of a celebration. To understand what 'high' and 'low' notes are. To know that music often has more than one instrument being played at a time. To recognise music that is 'fast' or 'slow' 	<ul style="list-style-type: none"> Responding to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music. Exploring lyrics by suggesting appropriate actions. Exploring the story behind the lyrics or music. Listening to and following a beat using body percussion and instruments. Listening to and repeating a simple rhythm. Listening to and repeating simple lyrics. Understanding that different instruments make different sounds and grouping them accordingly.
Year 1	<p>Prior knowledge</p> <ul style="list-style-type: none"> To understand how to listen carefully and talk about what I hear. To understand that a piece of music can tell a story with sounds. 	<ul style="list-style-type: none"> Recognising and understanding the difference between pulse and rhythm. Describing the character, mood, or 'story' of music they listen to, both verbally and through movement. Describing the differences between two pieces of music. Expressing a basic opinion about music (like/dislike). Listening to and repeating short, simple rhythmic patterns. Listening and responding to other performers by playing as part of a group.
	<ul style="list-style-type: none"> To understand that sounds can be adapted to change their mood, eg through dynamics or tempo. To understand that tempo can be used to represent mood or help tell a story. To know that sounds can help tell a story. To understand that the pulse of music can get faster or slower 	
Year 2	<p>Prior knowledge</p> <ul style="list-style-type: none"> To understand that sounds can be adapted to change their mood, eg through dynamics or tempo. 	<ul style="list-style-type: none"> Recognising structural features in music they listen to. Listening to and recognising instrumentation. Identifying melodies that move in steps. Listening to and repeating a short, simple melody by ear.
	<ul style="list-style-type: none"> To understand that 'melody' means a tune. 	



	<ul style="list-style-type: none"> • To know that folk music represents the traditions or culture of a place and is often passed on by being played rather than written down. • To know that woodwind instruments, like flutes, are played by blowing air into or across a mouthpiece. • To know that stringed instruments, like violins, make a sound when their strings vibrate • To understand that 'accompaniment' can mean playing instruments along with a song. • To understand that a motif is a 'sound idea' that can be repeated throughout a piece of music • To know that 'Tintagel' is an example of a 'symphonic poem' written by Arthur Bax in 1917 • To know that a brass instrument is played by vibrating your lips against the mouthpiece. 	<ul style="list-style-type: none"> • Suggesting improvements to their own and others' work.
<p>Year 3</p>	<p>Prior knowledge</p> <ul style="list-style-type: none"> • To understand that 'melody' means a tune. <ul style="list-style-type: none"> • To know that a ballad tells a story through song. • To know that lyrics are the words of a song. • To know that Ragtime is piano music that uses syncopation and a fast tempo. • To know that a 'tala' is a set rhythm that is repeated over and over, usually on the drums called 'tabla'. • To know that jazz is a type of music that originated in the African-American communities of the USA about 120 years ago. • To know that a 'rag' is the tune in traditional Indian music, and is often played on a stringed instrument called a 'sitar • To know that 'scat singing' is using made-up words to create the sound of an instrument playing. • To know that a 'drone' in music is a note that goes on and on, staying the same, a bit like someone humming a long-held note. • To know the key features of South African Gumboot music. • To know the key features of Calypso music • To know the history and key features of salsa music. • To know the history and key features of gamelan music. 	<ul style="list-style-type: none"> • Understanding that music from different parts of the world has different features. • Beginning to show an awareness of metre.



	<ul style="list-style-type: none">• To know the history and key features of Bollywood music.• To know the history and key features of minimalist music.	
Year 4	<ul style="list-style-type: none">• To know that rock and roll music uses blues chord structures, with a fast tempo and strong vocals. It was created after the second world war and it was intended to represent happiness.• To know that when you sing without accompaniment it is called 'A Capella'.• To know that samba music originated in Brazil, South America and its main musical feature is syncopated rhythms.• To understand that the 'on beat' is the pulse of a piece of music, and the 'off beat' is beats that fall in between these.	<ul style="list-style-type: none">• Recognising the use and development of motifs in music.• Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll).• Identifying common features between different genres, styles and traditions of music.



<p>Year 5</p>	<ul style="list-style-type: none"> • To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language. • To know that dance music is usually produced using electronic percussion sounds, and recordings of the music are played by DJs in clubs or at festivals • To understand that musical theatre includes both character and action songs, which explain what is going on and how characters feel • To know that 'The Click Song' is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings. • To know that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry. • To know that remix is music that has been changed, usually so it is suitable for dancing to. • To know that musical theatre uses transitions, which are short passages of music used to move between sections of the musical action. 	<ul style="list-style-type: none"> • Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.).
<p>Year 6</p>	<ul style="list-style-type: none"> • To know that 'Pack up your troubles in your old kit bag' and 'We'll meet again' are examples of songs popular during WW2 • To know that a film soundtrack includes the background music and any songs in a film. • To know that Steve Reich is a composer who wrote the minimalist piece 'Clapping Music' in 1972. • To know that 'The Young Person's Guide to the Orchestra' was written in 1945 by Benjamin Britten. 	<ul style="list-style-type: none"> • Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. • Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music). • Identifying the way that features of a song can complement one another to create a coherent overall effect. • Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.