



## Progression of music

	KNOWLEDGE	PERFORMANCE OF SKILLS
EYFS	<b>Unit: Composing</b>	<ul style="list-style-type: none"> <li>Playing untuned percussion 'in time' with a piece of music.</li> <li>Selecting classroom objects to use as instruments.</li> <li>Experimenting with body percussion and vocal sounds to respond to music.</li> <li>Selecting appropriate instruments to represent action and mood.</li> <li>Experimenting with playing instruments in different ways.</li> </ul>
	<ul style="list-style-type: none"> <li>To know that sounds can be copied by my voice, body percussion and instruments.</li> <li>To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.</li> </ul>	
Year 1	<b>Prior knowledge</b> <ul style="list-style-type: none"> <li>Playing and moving in time</li> </ul>	<ul style="list-style-type: none"> <li>Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</li> <li>Combining instrumental and vocal sounds within a given structure.</li> <li>Creating simple melodies using a few notes.</li> </ul>
	<ul style="list-style-type: none"> <li>To know that my voice can create different timbres to help tell a story</li> <li>To know that your voice can be used as a musical instrument</li> <li>To know that following a leader when we perform helps everyone play together accurately.</li> <li>To know that body percussion means making sounds with your body not your voice, eg clapping or slapping knees.</li> </ul>	
Year 2	<b>Prior knowledge</b> <ul style="list-style-type: none"> <li>Body and voice music with direction</li> </ul>	<ul style="list-style-type: none"> <li>Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</li> <li>Creating simple melodies from five or more notes.</li> <li>Using letter name and graphic notation to represent the details of their composition.</li> <li>Beginning to suggest improvements to their own work.</li> </ul>
	<ul style="list-style-type: none"> <li>To know that a 'soundscape' is a landscape created using only sounds.</li> <li>To know that a composer is someone who creates music and writes it down.</li> <li>To know that a composition is a collection of musical elements, like the melody, percussion, dynamics etc that together make a piece of music..</li> </ul>	
Year 3	<b>Prior knowledge</b> <ul style="list-style-type: none"> <li>To know that a composition is a collection of musical elements, like the melody, percussion, dynamics etc that together make a piece of music..</li> </ul>	<ul style="list-style-type: none"> <li>Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing).</li> <li>Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).</li> </ul>
	<ul style="list-style-type: none"> <li>To understand that 'syncopation' means a rhythm that is played off the natural beat.</li> <li>To understand the key features of staff notation including: clefs, key signatures,</li> </ul>	



	<p>time signatures, minims, semibreves, crotchets, rests, and how pitch is shown.</p> <ul style="list-style-type: none"> <li>To understand how to read and play quavers from staff notation, and pitches from staff notation with letter name prompts.</li> </ul>	
Year 4	<p><b>Prior knowledge</b></p> <ul style="list-style-type: none"> <li>To understand the key features of staff notation including: clefs, key signatures, time signatures, minims, semibreves, crotchets, rests, and how pitch is shown.</li> </ul>	<ul style="list-style-type: none"> <li>Composing a coherent piece of music in a given style with voices, bodies and instruments.</li> <li>Beginning to improvise musically within a given style.</li> <li>Developing melodies using rhythmic variation, transposition, inversion, and looping.</li> </ul>
	<ul style="list-style-type: none"> <li>To know that expressive language (like a poem) can be used as inspiration for composing music.</li> <li>To know that a 'loop' in music is a repeated melody or rhythm.</li> <li>To understand that a rhythmic break is a place in the music where some of the instruments play a new rhythm before going back to the original rhythms.</li> <li>To know that a motif can be adapted by changing the notes, the rhythm or the order of notes.</li> <li>To understand how to play pitches and rhythms from staff notation without prompts.</li> <li>To understand the concept of an octave, recognise this on staff notation, and play it at the correct pitch.</li> </ul>	
Year 5	<p><b>Prior knowledge</b></p> <ul style="list-style-type: none"> <li>To understand how to play pitches and rhythms from staff notation without prompts.</li> </ul>	<ul style="list-style-type: none"> <li>Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).</li> <li>Improvising coherently within a given style.</li> <li>Suggesting and demonstrating improvements to own and others' work.</li> </ul>
	<ul style="list-style-type: none"> <li>To know that a vocal composition is a piece of music created only using voices</li> <li>To understand how to play melodies in three parts from staff notation without prompts.</li> <li>To understand how to play complex melodies in two parts from staff notation without prompts.</li> </ul>	



Year 6	<b>Prior knowledge</b> <ul style="list-style-type: none"><li>• To understand how to play complex melodies in two parts from staff notation without prompts.</li></ul>	<ul style="list-style-type: none"><li>• Improvising coherently and creatively within a given style, incorporating given features.</li><li>• Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.</li><li>• Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.</li><li>• Recording own composition using appropriate forms of notation and/or technology and incorporating..</li></ul>
<ul style="list-style-type: none"><li>• To know that a 'theme' is a main melody in a piece of music.</li><li>• To understand that improvisation means making up music 'on the spot'.</li><li>• A 'counter-subject' or 'counter-melody' provides contrast to the main melody.</li><li>• To understand that all types of music notation show note duration.</li></ul>		