

### Knowledge Progression in Music

	<b>Performing</b>	<b>Singing</b>	<b>Listening</b>	<b>Composing</b>
<b>Nursery</b>	<p>I can</p> <ul style="list-style-type: none"> <li>• Begin to know the names of some of the instruments.</li> <li>• Play along to familiar songs either beat or rhythm.</li> </ul>	<p>I can</p> <ul style="list-style-type: none"> <li>• Sing a large a repertoire of songs.</li> <li>• Sing the melodic shape of familiar songs exploring tempo, dynamics, pitch and timbre.</li> </ul>	<p>I can</p> <ul style="list-style-type: none"> <li>• Respond to what I have heard, expressing my thoughts and feelings through movement.</li> </ul>	<p>I can</p> <ul style="list-style-type: none"> <li>• Explore dynamics and tempo.</li> <li>• Begin to choose instruments appropriately to make/represent different sounds.</li> </ul>
<b>Reception</b>	<p>I can</p> <ul style="list-style-type: none"> <li>• Know the names of some of the instruments and what they're made from.</li> </ul>	<p>I can</p> <ul style="list-style-type: none"> <li>• Learn rhymes, poems and songs.</li> </ul>	<p>I can</p> <ul style="list-style-type: none"> <li>• Listen, move to and talk about music, expressing my feelings and responses.</li> </ul>	<p>I can</p> <ul style="list-style-type: none"> <li>• Create collaboratively sharing ideas, resources and skills.</li> </ul>
<b>Year 1</b>	<p>I can</p> <ul style="list-style-type: none"> <li>• Explore tempo, dynamics and pitch.</li> <li>• Play a simple ostinato.</li> </ul>	<p>I can</p> <ul style="list-style-type: none"> <li>• Follow instructions when about to sing.</li> <li>• Mark the phrases of a song.</li> <li>• Sing questions and responses.</li> </ul>	<p>I can</p> <ul style="list-style-type: none"> <li>• Say whether I like or dislike a piece of music.</li> <li>• Identify the repeated sections in a piece of music.</li> <li>• Trace the shape of a song.</li> <li>• Recognise percussion instruments being played in a song.</li> <li>• Recognise changes in dynamics and tempo.</li> </ul>	<p>I can</p> <ul style="list-style-type: none"> <li>• Make different sounds with the instruments.</li> <li>• Choose sounds to represent different things.</li> <li>• Be aware of rests in music</li> </ul>
<b>Year 2</b>	<p>I can</p> <ul style="list-style-type: none"> <li>• Read simple notation flash cards.</li> </ul>	<p>I can</p> <ul style="list-style-type: none"> <li>• Speak chants and rhymes</li> <li>• Mark the phrases of a song</li> </ul>	<p>I can</p> <ul style="list-style-type: none"> <li>• Make connection between notations and musical sounds</li> <li>• Identify ascending and descending passages in a piece of music.</li> <li>• Identify percussion, brass and string instruments being played in music.</li> </ul>	<p>I can</p> <ul style="list-style-type: none"> <li>• Order sounds to create a beginning, middle and end.</li> <li>• Choose sounds to create an effect</li> <li>• Use symbols to represent sounds.</li> <li>• Create a melodic ostinato using two notes.</li> </ul>

			<ul style="list-style-type: none"> <li>• Listen to and respond to live/recorded music.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce graphic notation, picture scores</li> </ul>
<b>Year 3</b>	<p>I can</p> <ul style="list-style-type: none"> <li>• Read and play 4 and 8 beat rhythm notation.</li> <li>• Play simple pitch notation.</li> </ul>	<p>I can</p> <ul style="list-style-type: none"> <li>• Decide how to perform a song.</li> </ul>	<p>I can</p> <ul style="list-style-type: none"> <li>• Recognise individual key instruments in a piece of music</li> <li>• Identify repeated and contrasting sections in recorded music.</li> <li>• Identify phrases of a song.</li> <li>• Use musical terminology to describe what I like and do not like about a piece of music.</li> <li>• Listen and respond to live and recorded music and talk about how it makes you feel.</li> </ul>	<p>I can</p> <ul style="list-style-type: none"> <li>• Create repeated patterns with different instruments.</li> <li>• Combine different sounds to create a specific mood of feeling.</li> <li>• Use different elements in my composition.</li> <li>• Create accompaniments for simple tunes.</li> </ul>
<b>Year 4</b>	<p>I can</p> <ul style="list-style-type: none"> <li>• Read and play 4 and 8 beat rhythm notation.</li> <li>• Read and play simple melodic phrases from staff notation.</li> </ul>	<p>I can</p> <ul style="list-style-type: none"> <li>• I can sing songs from memory with accurate pitch.</li> </ul>	<p>I can</p> <ul style="list-style-type: none"> <li>• Identify instruments, style, and era of different recorded music.</li> <li>• Identify repeated and contrasting sections in recorded music.</li> <li>• Analyse basic song structures.</li> <li>• I can explain why silence is often needed in music and explain what effect it has.</li> </ul>	<p>I can</p> <ul style="list-style-type: none"> <li>• Analyse basic song structures.</li> <li>• I can explain why silence is often needed in music and explain what effect it has. Work in pairs to structure a piece using two simple musical ideas.</li> <li>• Create an ostinato to reflect the mood suggested by outside stimuli</li> <li>• Record work on a simple device eg iPad, selecting sounds and looping.</li> </ul>

<p><b>Year 5</b></p>	<p>I can</p> <ul style="list-style-type: none"> <li>• Explore different metres/play on beat one.</li> <li>• Read play and write 4 and 8 beat rhythm notation (crochet, crochet rest, quavers, minim, dotted crochets, semi breves)</li> <li>• Read and play simple melodic phrases.</li> </ul>	<p>I can</p> <ul style="list-style-type: none"> <li>• Choose appropriate tempo and dynamics whilst singing.</li> </ul>	<p>I can</p> <ul style="list-style-type: none"> <li>• Listen to and make comparisons of a range of types of music from different traditions.</li> <li>• Recognise how sounds are used to achieve an intended effect.</li> <li>• Analyse basic song structures.</li> <li>• Talk about how live/recorded music makes you feel.</li> </ul>	<p>I can</p> <ul style="list-style-type: none"> <li>• Organise rhythmic and melodic phrases in a simple structure.</li> <li>• Create an up and down tune</li> <li>• Create and play an instrumental accompaniment.</li> <li>• Compose music to evoke contrasting moods suggested by a stimulus.</li> <li>• Choose the most appropriate tempo for a piece of music.</li> <li>• Change sounds or organise them differently to change the effect.</li> </ul>
<p><b>Year 6</b></p>	<p>I can</p> <ul style="list-style-type: none"> <li>• Take the lead in a performance.</li> <li>• I can analyse features within a piece of music</li> <li>• Explore different metres/play on beat one.</li> <li>• Play simple tunes and add an ostinato accompaniment.</li> <li>• Notate compositions using the most appropriate method where applicable.</li> <li>• Notate simple melodic dictation from dictation.</li> </ul>	<p>I can</p> <ul style="list-style-type: none"> <li>• Choose appropriate tempo and dynamics whilst singing.</li> <li>• Combine ostinato phrases.</li> <li>• Sing in 2 and 3 part harmonies.</li> </ul>	<p>I can</p> <ul style="list-style-type: none"> <li>• Listen to and make comparisons of a range of types of music from different traditions.</li> <li>• Recognise how layers of sounds are used to achieve an intended effect.</li> <li>• Analyse basic song structures.</li> <li>• Talk about how live/recorded music makes you feel eg. Explore major and minor scales and chords.</li> </ul>	<p>I can</p> <ul style="list-style-type: none"> <li>• Organise rhythmic and melodic phrases in a simple structure.</li> <li>• Create a tune using two or three phrases.</li> <li>• Compose music to evoke contrasting moods suggested by a stimulus.</li> </ul>