

Joy

Compassion

Respect

Perseverance



# Hunton

C of E Primary School

Life in all its fullness - John 10:10

## Progression of Knowledge in Music

| Topics with Music focus    |  |                                       |                                    |
|----------------------------|--|---------------------------------------|------------------------------------|
| Devas                      | Bannerman                                      | Porteous                              | Borton                             |
| Me!                        | <b>Cycle A</b><br>Hands, feet, heart           | <b>Cycle A</b><br>Mamma Mia           | <b>Cycle A</b><br>Livin' on prayer |
| My stories                 | Ho Ho Ho!                                      | Lean on me                            | The Fresh Prince Bel Air           |
| Everyone!                  | I want to play in a band                       | Reflect, Rewind and Replay            | Reflect, Rewind and replay         |
| Our world                  | Zoo time!                                      | <b>Cycle B</b><br>Let your spirit fly | <b>Cycle B</b><br>Classroom Jazz   |
| Big Bear Funk!             | Friendship song                                | Three Little Birds                    | Music in me                        |
| Reflect, Rewind and replay | Reflect, Rewind and Replay                     | Reflect, Rewind and replay            | Reflect, Rewind and replay         |
|                            | <b>Cycle B</b><br>Hey you!                     |                                       |                                    |
|                            | Rhythm in the way you walk and the banana rap! |                                       |                                    |
|                            | In the groove!                                 |                                       |                                    |
|                            | Round and Round                                |                                       |                                    |
|                            | Your imagination                               |                                       |                                    |
|                            | Reflect, Rewind and replay                     |                                       |                                    |

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## Progression of Knowledge in Music

### Listen and Appraise

| Devas   | Bannerman  |  | Porteous  |   | Borton   |   |
|---|--|--|---|---|--|---|
| <b>40-60+ months</b><br>I know that we can move with the pulse of a piece of music.<br><br>I know that the words of songs can tell stories and paint pictures.<br><br>I know when a piece of music is 'fast' or 'slow'.<br><br>I know that music often has more than one instrument being played at a time.<br><br><b>ELG</b><br><b>Expressive Arts and Design; Being Imaginative and Expressive</b><br>- Perform songs, rhymes, poems and stories with others, and – when appropriate- try to move in time with music. | <b>Year 1</b><br>I know up to 5 songs off by heart.<br><br>I know what the songs are about.<br><br>I know and recognise the sound and names of some of the instruments they use. | <b>Year 2</b><br>I know five songs off by heart.<br><br>I know some songs have a chorus or a response/ answer part.<br><br>I know that songs have a musical style. | <b>Year 3</b><br>I know five songs from memory and who sang them or wrote them.<br><br>I know the style of the five songs.<br><br>I can choose one song and be able to talk about it. | <b>Year 4</b><br>I know five songs from memory and who sang them or wrote them.<br><br>I know the style of the five songs.<br><br>I can choose one song and be able to talk about it. | <b>Year 5</b><br>I know five songs from memory, who sang or wrote them, when they were written and, if possible, why?<br><br>I know the style of five songs and can name other songs from the same style.<br><br>I can choose two or three other songs and be able to talk about them. | <b>Year 6</b><br>I know five songs from memory, who sang or wrote them, when they were written and why?<br><br>I know the style of five songs and can name other songs from the same style.<br><br>I can choose three or four other songs and be able to talk in detail about them. |
| <b>Fast, slow, tempo, voice, music, pulse</b>   | <b>Instrument, violin, bass guitar, keyboard, saxophone, singers</b>   | <b>Musical style, styles, chorus, response/answer, electric guitar, rhythm, pulse</b>  | <b>Lyrics, melody, dynamics</b>   | <b>Timbre, style, bass line, flat notes, repeated melody, contrasting rhythms</b>   | <b>Historical context, musical dimensions, back beat, melody line</b>  | <b>Allegro, musical identify, poet structure, arrangement, style indicators</b>   |

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## Progression of Knowledge in Music

| Playing  |   |   |   |   |   |  |
|--|---|---|---|---|---|--|
| Devas  | Bannerman   |   | Porteous  |   | Borton  |  |
| <b>40-60+ months</b><br>I know the names of some musical instruments<br><br>I know instruments can be played loudly or softly.<br><br>I know different sounds can be long or short.<br><br>I know what 'high' and 'low' notes are.<br><br><b>ELG</b><br><b>Expressive Arts and Design; Being Imaginative and Expressive</b><br>- Perform songs, rhymes, poems and stories with others, and – when appropriate- try to move in time with music. | <b>Year 1</b><br>I know the names of the notes in my instrumental part from memory or when written down.<br><br>I know the names of the instruments I am playing. | <b>Year 2</b><br>I know the names of the notes in my instrumental part from memory or when written down.<br><br>I know the names of untuned percussion instruments played in class. | <b>Year 3</b><br>I know the instruments used in class (a glockenspiel, a recorder). | <b>Year 4</b><br>I know the instruments used in class (a glockenspiel, a recorder).<br><br>I know other instruments I might play or be played in a band or orchestra or by their friends. | <b>Year 5</b><br>I know different ways of writing music down – e.g. staff notation, symbols<br><br>I know the notes C, D, E, F, G, A, B + C on the treble stave.<br><br>I know the instruments they might play or be played in a band or orchestra or by their friends. | <b>Year 6</b><br>I know different ways of writing music down – e.g. staff notation, symbols<br><br>I know the notes C, D, E, F, G, A, B + C on the treble stave.<br><br>I know the instruments I might play or be played in a band or orchestra or by their friends. |
| <b>High, low, pitch, instrument</b>  | <b>Instrumental, notes, instrument families – wind, string, percussion, brass</b>   | <b>Percussion instruments, untuned percussion, note</b>   | <b>Instruments names eg glockenspiel, recorder, control, layered melodies</b>       | <b>Orchestra, contrasting rhythms,</b>  | <b>Musical notation, staff notation, symbols, notes, treble stave, scratching</b>   | <b>3/4 time, 4/4 time, ostinato, legato</b>  |

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## Progression of Knowledge in Music

| Singing   |   |  |  |  |   |   |
|---|---|--|--|--|---|---|
| Devas   | Bannerman   |  | Porteous   |  | Borton  |   |
| <b>40-60+ months</b><br>I know how to sing or rap nursery rhymes and simple songs from memory.<br><br>I know songs have sections.<br><br>I know the chorus in familiar songs.<br><br><b>ELG</b><br><b>Expressive Arts and Design; Being Imaginative and Expressive</b><br>- Perform songs, rhymes, poems and stories with others, and – when appropriate- try to move in time with music. | <b>Year 1</b><br>I know how to sing or rap three songs from memory and sing them in unison. | <b>Year 2</b><br>I know five songs and can sing them from memory.<br><br>I know that unison is everyone singing at the same time.<br><br>I know songs include other ways of using the voice e.g. rapping (spoken word).<br><br>I know why we need to warm up our voices. | <b>Year 3</b><br>I know singing in a group can be called a choir.<br><br>I know a leader or conductor is a person who the choir or group follow.<br><br>I know songs can make you feel different things e.g. happy, energetic or sad.<br><br>I know singing as part of an ensemble or large group is fun, but that you must listen to each other.<br><br>I know why you must warm up your voice. | <b>Year 4</b><br>I know singing in a group can be called a choir.<br><br>I know a leader or conductor is a person who the choir or group follow.<br><br>I know songs can make you feel different things e.g. happy, energetic or sad.<br><br>I know a solo singer makes a thinner texture than a large group.<br><br>I know why you must warm up your voice. | <b>Year 5</b><br>I know and can confidently sing five songs from memory.<br><br>I know how to sing these songs with a strong internal pulse.<br><br>I know how to discuss a song including; its main features, singing in unison, the solo, lead vocal, backing vocals and rapping.<br><br>I know what my favourite songs are about and the meaning of the lyrics.<br><br>I know why you must warm up your voice. | <b>Year 6</b><br>I know and can confidently sing five songs from memory.<br><br>I know how to sing these songs with a strong internal pulse.<br><br>I know about the style of a songs so I can represent the feeling and context to my audience.<br><br>I know how to discuss a song including; Its main features, singing in unison, the solo, lead vocal, backing vocals and rapping.<br><br>I know what my favourite song is about and the meaning of the lyrics.<br><br>I know why you must warm up your voice. |
| Nursery rhyme, voice, volume, loud, quiet, chorus, verse, lyrics  | Rap, unison, memory   | Unison, rapping, spoken word, together, in time  | Choir, key change, major key, minor key, ensemble, call and response   | Conductor, solo, unison, thinner texture, acapella, breathe control  | Lead vocal, backing vocals, rapping, expression, improvisation, syncopation, diction  | Counter melody, phrasing, complement, solfa, solfa ladder   |

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## Progression of Knowledge in Music

| Improvisation  |  |  |  |  |  |   |
|--|--|--|--|--|--|---|
| Devas  | Bannerman  |  | Porteous   |  | Borton   |   |
| <b>40-60+ months</b><br>I know how to use a range of instruments to make up my own tune.<br><br><b>ELG</b><br><b>Expressive Arts and Design; Being Imaginative and Expressive</b><br>- Perform songs, rhymes, poems and stories with others, and – when appropriate- try to move in time with music. | <b>Year 1</b><br>I know how to make up my own tunes on the spot. | <b>Year 2</b><br>I know how to make up my own tunes on the spot. | <b>Year 3</b><br>I know improvisation is making up your own tunes on the spot.<br><br>I know when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.<br><br>I know that using one or two notes confidently is better than using five.<br><br>I know that if you improvise using the notes you are given, you cannot make a mistake. | <b>Year 4</b><br>I know improvisation is making up your own tunes on the spot.<br><br>I know when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.<br><br>I know that using one or two notes confidently is better than using five.<br><br>I know that if you improvise using the notes you are given; you cannot make a mistake.<br><br>I know that you can use some of the riffs you have heard in the Challenges in your improvisations. | <b>Year 5</b><br>I know improvisation is making up your own tunes on the spot.<br><br>I know when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.<br><br>I know that using one or two notes confidently is better than using five.<br><br>I know that if you improvise using the notes you are given; you cannot make a mistake.<br><br>I know that you can use some of riffs and licks in an improvisation.<br><br>I know three well-known improvising musicians. | <b>Year 6</b><br>I know improvisation is making up your own tunes on the spot.<br><br>I know when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.<br><br>I know that using one, two or three notes confidently is better than using five.<br><br>I know that if you improvise using the notes you are given; you cannot make a mistake.<br><br>I know that you can use some of riffs and licks in an improvisation.<br><br>I know three well-known improvising musicians. |
| <b>Instrument, rhythm, pulse, beat</b>   | <b>Make up, improvise, imagination,</b>                          | <b>Improvisation</b>   | <b>Off-beat, scat, singing, tune, notes,</b>   | <b>Riffs, effect</b>   | <b>Riffs, Licks</b>  | <b>Improvising musicians</b>  |

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## Progression of Knowledge in Music

### Composition

| Devas   | Bannerman  |  | Porteous   |  | Borton  |   |
|---|--|--|--|--|---|---|
| <b>40-60+ months</b><br>I know that signals can tell us when to start or stop playing an instrument.<br><br>I know that instruments can be played loudly or softly.<br><br><b>ELG</b><br><b>Expressive Arts and Design; Being Imaginative and Expressive</b><br>- Perform songs, rhymes, poems and stories with others, and – when appropriate- try to move in time with music. | <b>Year 1</b><br>I know that composing is like writing a story but with music.<br><br>I know how to compose my own song. | <b>Year 2</b><br>I know that composing is like writing a story but with music.<br><br>I know how to compose my own song. | <b>Year 3</b><br>I know a composition is music that is created and kept in some way. It's like writing a story. It can be played or performed again to other people.<br><br>I know some different ways of recording compositions (letter names, symbols, audio etc.) | <b>Year 4</b><br>I know a composition is music that is created and kept in some way. It's like writing a story. It can be played or performed again to other people.<br><br>I know some different ways of recording compositions (letter names, symbols, audio etc.) | <b>Year 5</b><br>I know a composition is music that is created and kept in some way. It's like writing a story. It can be played or performed again to other people.<br><br>I know a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure. | <b>Year 6</b><br>I know a composition is music that is created and kept in some way. It's like writing a story. It can be played or performed again to other people.<br><br>I know a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure. |
| <b>Stop, start, loud, quiet, soft, volume</b>   | <b>Composing, leader, conductor, tune</b>  | <b>Composition, melodies,</b>  | <b>Melodic pattern , repeated rhythm, notation, rhythmic patterns</b>  | <b>Interpretation, stylistically, representation, key signature</b>  | <b>Balance, sheet music, staff notation, stave, pitch notation, pulse, rhythm, tempo, dynamics, texture</b>   | <b>Arrangement, chord progression, poet structure</b>   |

### Performance

| Devas   | Bannerman  |   | Porteous  |   | Borton  |   |
|---|--|---|---|---|---|---|
| <b>40-60+ months</b><br>I know a performance is sharing music with an audience.<br><br><b>ELG</b><br><b>Expressive Arts and Design; Being Imaginative and Expressive</b><br>- Perform songs, rhymes, poems and stories with others, and – when appropriate- try to move in time with music. | <b>Year 1</b><br>I know a performance is sharing music with an audience. | <b>Year 2</b><br>I know a performance is sharing music with an audience.<br><br>I know a performance can be a special occasion and involve a class, a year group or a whole school. | <b>Year 3</b><br>I know performing is sharing music with other people, an audience.<br><br>I know a performance doesn't have to be a drama! It can be to one person or to each other. | <b>Year 4</b><br>I know performing is sharing music with other people, an audience.<br><br>I know a performance doesn't have to be a drama! It can be to one person or to each other. | <b>Year 5</b><br>I know performing is sharing music with other people, an audience.<br><br>I know a performance doesn't have to be a drama! It can be to one person or to each other. | <b>Year 6</b><br>I know performing is sharing music with other people, an audience.<br><br>I know a performance doesn't have to be a drama! It can be to one person or to each other. |

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|                                 |  |   |  |  |  |  |
|---------------------------------|--|---|--|--|--|--|
|                                 |  | <p>I know an audience can include your parents and friends.</p> <p>I know a performance can be a special occasion and involve an audience including of people you don't know.</p> <p>I know a performance is planned and different for each occasion.</p> <p>I know a performance involves communicating feelings, thoughts and ideas about the song/music.</p> | <p>I know I must sing or rap the words clearly and play with confidence.</p> <p>I know a performance can be a special occasion and involve an audience including of people you don't know.</p> <p>I know a performance is planned and different for each occasion.</p> <p>I know a performance involves communicating feelings, thoughts and ideas about the song/music.</p> | <p>I know I must sing or rap the words clearly and play with confidence.</p> <p>I know a performance can be a special occasion and involve an audience including of people you don't know.</p> <p>I know a performance is planned and different for each occasion.</p> <p>I know a performance involves communicating feelings, thoughts and ideas about the song/music.</p> | <p>I know I must sing or rap the words clearly and play with confidence.</p> <p>I know a performance can be a special occasion and involve an audience including of people you don't know.</p> <p>I know a performance is planned and different for each occasion.</p> <p>I know a performance involves communicating feelings, thoughts and ideas about the song/music.</p> | <p>I know I must sing or rap the words clearly and play with confidence.</p> <p>I know a performance can be a special occasion and involve an audience including of people you don't know.</p> <p>I know a performance is planned and different for each occasion.</p> <p>I know a performance involves communicating feelings, thoughts and ideas about the song/music.</p> |
| <b>Audience, rhythm, groove</b> | <b>Performance, share, audience, music</b> | <b>Perform, occasions</b>   | <b>Audience, conductor, expression, musical cues, communicating, group and solo</b>  | <b>Represent, texture, interpretation, technique, dynamics,</b>  | <b>Action song, character song, transitions, diction</b>   | <b>Harmony, arrangement, chorus, verse, mood, upbeat</b>   |