



Compassion, Joy, Perseverance, Respect  
 'Live 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> Hands, feet, heart	<b>Cycle A</b> Mamma Mia	<b>Cycle A</b> 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> Let your spirit fly	<b>Cycle B</b> 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> 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	
<p><b>40-60+ months</b>            I know that we can move with the pulse of a piece of music.</p> <p>I know that the words of songs can tell stories and paint pictures.</p> <p>I know when a piece of music is 'fast' or 'slow'.</p> <p>I know that music often has more than one instrument being played at a time.</p> <p><b>ELG</b>  <b>Expressive Arts and Design; Being Imaginative and Expressive</b>            - Perform songs, rhymes, poems and stories with others, and – when appropriate- try to move in time with music.</p>	<p><b>Year 1</b>            I know up to 5 songs off by heart.</p> <p>I know what the songs are about.</p> <p>I know and recognise the sound and names of some of the instruments they use.</p>	<p><b>Year 2</b>            I know five songs off by heart.</p> <p>I know some songs have a chorus or a response/ answer part.</p> <p>I know that songs have a musical style.</p>	<p><b>Year 3</b>            I know five songs from memory and who sang them or wrote them.</p> <p>I know the style of the five songs.</p> <p>I can choose one song and be able to talk about it.</p>	<p><b>Year 4</b>            I know five songs from memory and who sang them or wrote them.</p> <p>I know the style of the five songs.</p> <p>I can choose one song and be able to talk about it.</p>	<p><b>Year 5</b>            I know five songs from memory, who sang or wrote them, when they were written and, if possible, why?</p> <p>I know the style of five songs and can name other songs from the same style.</p> <p>I can choose two or three other songs and be able to talk about them.</p>	<p><b>Year 6</b>            I know five songs from memory, who sang or wrote them, when they were written and why?</p> <p>I know the style of five songs and can name other songs from the same style.</p> <p>I can choose three or four other songs and be able to talk in detail about them.</p>

### Playing

Devas	Devas		Devas		Devas	
<p><b>40-60+ months</b>            I know the names of some musical instruments</p> <p>I know instruments can be played loudly or softly.</p> <p>I know different sounds can be long or short.</p> <p>I know what 'high' ad 'low' notes are.</p> <p><b>ELG</b>  <b>Expressive Arts and Design; Being Imaginative and Expressive</b>            - Perform songs, rhymes, poems and stories with others, and – when appropriate- try to move in time with music.</p>	<p><b>Year 1</b>            I know the names of the notes in my instrumental part from memory or when written down.</p> <p>I know the names of the instruments I am playing.</p>	<p><b>Year 2</b>            I know the names of the notes in my instrumental part from memory or when written down.</p> <p>I know the names of untuned percussion instruments played in class.</p>	<p><b>Year 3</b>            I know the instruments used in class (a glockenspiel, a recorder).</p>	<p><b>Year 4</b>            I know the instruments used in class (a glockenspiel, a recorder).</p> <p>I know other instruments I might play or be played in a band or orchestra or by their friends.</p>	<p><b>Year 5</b>            I know different ways of writing music down – e.g. staff notation, symbols</p> <p>I know the notes C, D, E, F, G, A, B + C on the treble stave.</p> <p>I know the instruments they might play or be played in a band or orchestra or by their friends.</p>	<p><b>Year 6</b>            I know different ways of writing music down – e.g. staff notation, symbols</p> <p>I know the notes C, D, E, F, G, A, B + C on the treble stave.</p> <p>I know the instruments I might play or be played in a band or orchestra or by their friends.</p>



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## Progression of Knowledge in Music

### Singing

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



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## Progression of Knowledge in Music

### Improvisation

Devas	Bannerman		Porteous		Borton	
<p><b>40-60+ months</b>            I know how to use a range of instruments to make up my own tune.</p> <p><b>ELG</b>  <b>Expressive Arts and Design; Being Imaginative and Expressive</b>            - Perform songs, rhymes, poems and stories with others, and – when appropriate- try to move in time with music.</p>	<p><b>Year 1</b>            I know how to make up my own tunes on the spot.</p>	<p><b>Year 2</b>            I know how to make up my own tunes on the spot.</p>	<p><b>Year 3</b>            I know improvisation is making up your own tunes on the spot.</p> <p>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.</p> <p>I know that using one or two notes confidently is better than using five.</p> <p>I know that if you improvise using the notes you are given, you cannot make a mistake.</p>	<p><b>Year 4</b>            I know improvisation is making up your own tunes on the spot.</p> <p>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.</p> <p>I know that using one or two notes confidently is better than using five.</p> <p>I know that if you improvise using the notes you are given; you cannot make a mistake.</p> <p>I know that you can use some of the riffs you have heard in the Challenges in your improvisations.</p>	<p><b>Year 5</b>            I know improvisation is making up your own tunes on the spot.</p> <p>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.</p> <p>I know that using one or two notes confidently is better than using five.</p> <p>I know that if you improvise using the notes you are given; you cannot make a mistake.</p> <p>I know that you can use some of riffs and licks in an improvisation.</p> <p>I know three well-known improvising musicians.</p>	<p><b>Year 6</b>            I know improvisation is making up your own tunes on the spot.</p> <p>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.</p> <p>I know that using one, two or three notes confidently is better than using five.</p> <p>I know that if you improvise using the notes you are given; you cannot make a mistake.</p> <p>I know that you can use some of riffs and licks in an improvisation.</p> <p>I know three well-known improvising musicians.</p>



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## Progression of Knowledge in Music

Composition						
Devas	Bannerman		Porteous		Borton	
<p><b>40-60+ months</b>            I know that signals can tell us when to start or stop playing an instrument.</p> <p>I know that instruments can be played loudly or softly.</p> <p><b>ELG</b>  <b>Expressive Arts and Design; Being Imaginative and Expressive</b>            - Perform songs, rhymes, poems and stories with others, and – when appropriate- try to move in time with music.</p>	<p><b>Year 1</b>            I know that composing is like writing a story but with music.</p> <p>I know how to compose my own song.</p>	<p><b>Year 2</b>            I know that composing is like writing a story but with music.</p> <p>I know how to compose my own song.</p>	<p><b>Year 3</b>            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.</p> <p>I know some different ways of recording compositions (letter names, symbols, audio etc.)</p>	<p><b>Year 4</b>            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.</p> <p>I know some different ways of recording compositions (letter names, symbols, audio etc.)</p>	<p><b>Year 5</b>            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.</p> <p>I know a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure.</p>	<p><b>Year 6</b>            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.</p> <p>I know a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure.</p>



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## Progression of Knowledge in Music

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