



Progression of Knowledge through Listening, Composing and Performing – Warren Academy – Music

<u>Segment of musical learning</u>	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<p>Listening</p>	<p>Respond to music through movement to reflect tempo, dynamics and pitch of music.</p> <p>Explore lyrics by suggesting appropriate actions for them.</p> <p>Explore the story behind lyrics and music.</p> <p>Listen to and follow a beat using body percussion and instruments.</p> <p>Consider whether a piece of music has a fast,</p>	<p>Recognise and understand the difference between pulse and rhythm.</p> <p>Understand that different types of sounds are called timbres.</p> <p>Recognise that basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower).</p> <p>Describe the character, mood, or 'story' of music they listen to, both verbally and</p>	<p>Recognise timbre changes in music they listen to.</p> <p>Recognise structural features in music they listen to.</p> <p>Listen to and recognise instrumentation.</p> <p>Begin to use musical vocabulary consistently, using what they have learned previously, to describe music.</p> <p>Identify melodies that move in steps.</p>	<p>Discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz).</p> <p>Understand that music from different parts of the world has different features.</p> <p>Recognise and explain the changes within a piece of music using</p>	<p>Recognise the use and development of motifs in music.</p> <p>Identify gradual dynamic and tempo changes within a piece of music.</p> <p>Recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll).</p> <p>Identify common features between different genres, styles and traditions of music.</p> <p>Recognise, name and explain the effect of the interrelated dimensions of music.</p> <p>Identify scaled dynamics (crescendo/decrescendo) within a piece of music.</p>	<p>Recognise and confidently discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.).</p> <p>Represent the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.</p>	<p>Discuss musical eras in context, identifying how they have influenced each other, and discuss the impact of different composers on the development of musical styles.</p> <p>Recognise and confidently discuss the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music).</p> <p>Represent changes in pitch, dynamics</p>

	<p>moderate or slow tempo.</p> <p>Listen to sounds and match them to the object or instrument.</p> <p>Identify low and high pitch in sounds.</p> <p>Listen to and repeat a simple rhythm.</p> <p>Listen to and repeat simple lyrics.</p> <p>Understand that different instruments make different sounds and group them accordingly.</p>	<p>through movement.</p> <p>Describe the differences between two pieces of music.</p> <p>Expressing a basic opinion about music (like/dislike).</p> <p>Listen to and repeat short, simple rhythmic patterns.</p> <p>Listen to and respond to other performers by playing as part of a group.</p>	<p>Listen to and repeat a short, simple melody by ear.</p> <p>Suggest improvements to their own and others' work.</p>	<p>musical vocabulary.</p> <p>Describe the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</p> <p>Begin to show an awareness of metre.</p> <p>Begin to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</p>	<p>Use musical vocabulary to discuss the purpose of a piece of music.</p> <p>Use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</p>	<p>Compare, discuss and evaluate music using detailed musical vocabulary.</p> <p>Develop confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</p>	<p>and texture using graphic notation, justifying their choices with reference to musical vocabulary.</p> <p>Identify the way that features of a song can complement one another to create a coherent overall effect.</p> <p>Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.</p>
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Composing <i>Kapow Primary</i>	<p>Play un-tuned percussion 'in time' with a piece of music.</p> <p>Select classroom objects to use as instruments.</p> <p>Experiment with body percussion and vocal sounds to respond to music.</p> <p>Select appropriate instruments to represent</p>	<p>Select and create short sequences of sound with voices or instruments to represent a given idea or character.</p> <p>Combine instrumental and vocal sounds within a given structure.</p> <p>Create simple melodies using a few notes.</p>	<p>Select and create longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</p> <p>Successfully combine and layer several instrumental and vocal patterns within a given structure.</p> <p>Create simple melodies from</p>	<p>Compose a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing).</p> <p>Combine melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).</p> <p>Use letter name and rhythmic</p>	<p>Compose a coherent piece of music in a given style with voices, bodies and instruments.</p> <p>Begin to improvise musically within a given style.</p> <p>Develop melodies using rhythmic variation, transposition, inversion, and looping.</p> <p>Create a piece of music with at least four different layers and a clear structure.</p> <p>Use letter name, graphic and rhythmic notation and key musical</p>	<p>Compose a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).</p> <p>Improvise coherently within a given style.</p> <p>Combine rhythmic patterns (ostinato) into a</p>	<p>Improvise coherently and creatively within a given style, incorporating given features.</p> <p>Compose a multi-layered piece of music from a given stimulus with voices, bodies and instruments.</p> <p>Compose an original song, incorporating lyric writing,</p>

	<p>action and mood.</p> <p>Experiment with playing instruments in different ways.</p>	<p>Choose dynamics, tempo and timbre for a piece of music.</p> <p>Create a simple graphic score to represent a composition.</p> <p>Begin to make improvements to their work as suggested by the teacher.</p>	<p>five or more notes.</p> <p>Choose appropriate dynamics, tempo and timbre for a piece of music.</p> <p>Use letter name and graphic notation to represent the details of their composition.</p> <p>Begin to suggest improvements to their own work.</p>	<p>notation (graphic or staff), and key musical vocabulary to label and record their compositions.</p> <p>Suggest and implement improvements to their own work, using musical vocabulary.</p>	<p>vocabulary to label and record their compositions.</p> <p>Suggest improvements to others' work, using musical vocabulary.</p>	<p>multi-layered composition use all the inter-related dimensions of music to add musical interest.</p> <p>Use staff notation to record rhythms and melodies. Select, discuss and refine musical choices both alone and with others, using musical vocabulary with confidence.</p> <p>Suggest and demonstrate improvements to own and others' work.</p>	<p>melody writing and the composition of accompanying features, within a given structure.</p> <p>Develop melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.</p> <p>Record own composition using appropriate forms of notation and/or technology and incorporating.</p> <p>Constructively critique their own and others' work, using musical vocabulary.</p>
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Performing

Red = Kapow
Green = Sound
Advice



<p>Use their voices to join in with well-known songs from memory.</p> <p>Remember and maintain their role within a group performance.</p> <p>Move to music with instruction to perform actions.</p> <p>Participate in performances to a small audience.</p> <p>Stop and start playing at the right time.</p>	<p>Use their voices expressively to speak and chant.</p> <p>Sing short songs from memory, maintaining the overall shape of the melody and keeping in time.</p> <p>Maintain the pulse (play on the beat) using hands, and un-tuned and un-tuned instruments.</p> <p>Copy back short rhythmic and melodic phrases on percussion instruments.</p> <p>Respond to simple musical instructions such as tempo and dynamic</p>	<p>Use their voices expressively when singing, including the use of basic dynamics (loud and quiet).</p> <p>Sing short songs from memory, with melodic and rhythmic accuracy.</p> <p>Copy longer rhythmic patterns on un-tuned percussion instruments, keeping a steady pulse.</p> <p>Perform expressively using dynamics and timbre to alter sounds as appropriate.</p> <p>Sing back short melodic patterns by ear and</p>	<p>Sing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.</p> <p>Sing and play in time with peers, with some degree of accuracy and awareness of their part in the group performance.</p> <p>Perform from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology.</p>	<p>Sing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.</p> <p>Sing and playing in time with peers with accuracy and awareness of their part in the group performance.</p> <p>Play melody parts on tuned instruments with accuracy and control and developing instrumental technique.</p> <p>Play syncopated rhythms with accuracy, control and fluency.</p>	<p>Sing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</p> <p>Work as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.</p> <p>Perform with accuracy and fluency from graphic and simple staff notation.</p> <p>Play a simple chord</p>	<p>Sing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.</p> <p>Work as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group.</p> <p>Perform a solo or taking a leadership role within a performance.</p> <p>Perform with accuracy and fluency from graphic and staff notation</p>
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