



## <u>Progression of Knowledge through Listening, Composing and Performing – Warren Academy – Music</u>

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

moderate or	through	Listen to and	musical			and texture
slow tempo.	movement.	repeat a short,	vocabulary.	Use musical vocabulary	Compare,	using graphic
'		simple melody	,	to discuss the purpose of	discuss and	notation,
Listen to	Describe the	by ear.	Describe the	a piece of music.	evaluate music	justifying their
sounds and	differences	,	timbre,		using detailed	choices with
match them to	between two	Suggest	dynamic, and	Use musical vocabulary	musical	reference to
the object or	pieces of music.	improvements	textural details	(related to the inter-	vocabulary.	musical
instrument.		to their own and	of a piece of	related dimensions of	,	vocabulary.
	Expressing a	others' work.	music, both	music) when discussing	Develop	
Identify low	basic opinion		verbally, and	improvements to their	confidence in	Identify the
and high pitch	about music		through	own and others' work.	using detailed	way that
in sounds.	(like/dislike).		movement.		musical	features of a
					vocabulary	song can
Listen to and	Listen to and		Begin to show		(related to the	complement
repeat a simple	repeat short,		an awareness		inter-related	one another to
rhythm.	simple		of metre.		dimensions of	create a
	rhythmic				music) to	coherent
Listen to and	patterns.		Begin to use		discuss and	overall effect.
repeat simple			musical		evaluate their	
lyrics.	Listen to and		vocabulary		own and	Use musical
	respond to		(related to the		others' work.	vocabulary
Understand	other		inter-related			correctly when
that different	performers by		dimensions of			describing and
instruments	playing as part		music) when			evaluating the
make different	of a group.		discussing			features of a
sounds and			improvements			piece of music.
group them			to their own			Evaluating how
accordingly.			and others'			the venue,
			work.			occasion and
						purpose affects
						the way a piece
						of music
						sounds.

Composing	Play un-tuned	Select and	Select and	Compose a	Compose a coherent	Compose a	Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work. Improvise
Composing	percussion 'in	create short	create longer	piece of music	piece of music in a given	detailed piece	coherently and
Kabow	time' with a	sequences of	sequences of	in a given style	style with voices, bodies	of music from a	creatively
Primary"	piece of music.	sound with	appropriate	with voices and	and instruments.	given stimulus	within a given
		voices or	sounds with	instruments		with voices,	style,
	Select	instruments to	voices or	(Battle Song,	Begin to improvise	bodies and	incorporating
	classroom	represent a	instruments to	Indian Classical,	musically within a given	instruments	given features.
	objects to use	given idea or	represent a	Jazz, Swing).	style.	(Remix,	
	as instruments.	character.	given idea or			Colours,	Compose a
			character.	Combine	Develop melodies using	Stories,	multi-layered
	Experiment	Combine	_	melodies and	rhythmic variation,	Drama).	piece of music
	with body	instrumental	Successfully	rhythms to	transposition, inversion,		from a given
	percussion and	and vocal	combine and	compose a	and looping.	Improvise	stimulus with
	vocal sounds to	sounds within a	layer several	multi-layered	Create a piece of music	coherently	voices, bodies
	respond to	given structure.	instrumental	composition in	with at least four	within a given	and
	music.	Croata simula	and vocal	a given style	different layers and a	style.	instruments.
	Select	Create simple melodies using	patterns within a	(pentatonic).	clear structure.	Combine	Compose an
	appropriate	a few notes.	given structure.	Use letter	Use letter name, graphic	rhythmic	original song,
	instruments to	a lew hotes.	Create simple	name and	and rhythmic notation	patterns	incorporating
	represent		melodies from	rhythmic	and key musical	(ostinato) into a	lyric writing,
	represent		melodies iroili	Titytillic	and key musical	(Ostinato) into a	Tyric writing,

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

Performing Use their voices to join in with well-known songs from memory.  Sound Advice  Use their voices expressively to speak and chart.  Sing songs in a variety of when singing, including the use of basic dynamics (loud maintain their memory,  Sound Advice  Use their voices expressively to speak and chart.  Use their voices expressively when singing, including the use of basic dynamics (loud and quiet).  Sing songs in a variety of musical styles with accuracy, and control, fluency and a developing sense of expression including control of subtle dynamic changes.  Sing longer songs in a variety of musical styles decorately with accuracy, from memory, with accuracy, and expression including control of subtle dynamic changes.
Red = Kapow Green = Sound Advice  In with well- known songs from memory.  Sing short Sound Advice  In with well- known songs from memory.  Sing short Sound Advice  In with well- known songs from memory.  Sing short songs from  Remember and  Speak and chant.  When singing, including the use of basic dynamics (loud and quiet).  Men singing, including the use of basic dynamics (loud and quiet).  Men singing, including the use of basic dynamics (loud and quiet).  Men singing, including the use of basic dynamics (loud and quiet).  Men singing, including the use of basic dynamics (loud and quiet).  Men singing, including the use of basic demonstrating sense of expression including control of with accuracy, including control of with accuracy, and expression including control of
known songs from memory.    Sound Advice   known songs from memory.   known songs from memory.   chant.   including the use of basic dynamics (loud and quiet).   with accuracy and control, demonstrating developing   developing   developing   chant.   including the use of basic dynamics (loud and quiet).   with accuracy, control, fluency and a developing   from memory, fluency, control of   with accuracy, and expression including control of   wariety of musical styles   with accuracy, and expression including control of   with accuracy, and expression   with accuracy, and expression   with accuracy, and expression   with accuracy   w
from memory.  Sing short songs from  Remember and songs from  Remember and songs from  Sing short songs from  Sound and quiet).  Sing short songs from  Sound and control, demonstrating developing and control of sense of expression including control of songs from with accuracy, and expression and expression including control of songs from s
Sing short songs from Sing sfrom and quiet).  Sing short songs from and quiet).  Sing short demonstrating demonstrating developing including control of with accuracy, and expression and quiety.
Remember and songs from and quiet). developing including control of with accuracy, and express
Remember and songs from and quiet). developing including control of with accuracy, and express
maintain their memory vocal subtle dynamic changes fluency control
manitani dien interiory, control
role within a maintaining the Sing short songs technique. and expression. Work as a
group overall shape of from memory, Sing and playing in time group to
Primary performance. the melody and with melodic Sing and play in with peers with accuracy Work as a perform a p
keeping in time. and rhythmic time with and awareness of their group to of music,
Move to music accuracy. peers, with part in the group perform a piece adjusting th
with Maintain the some degree of performance. of music, interrelated
instruction to pulse (play on Copy longer accuracy and adjusting dimensions
perform the beat) using rhythmic awareness of Play melody parts on dynamics and music as
actions. hands, and patterns on un-their part in the tuned instruments with pitch according required,
tuned and un- tuned group accuracy and control and to a graphic keeping in t
Participate in tuned percussion performance. developing instrumental score, keeping with others
performances instruments. instruments, technique. in time with communication
to a small keeping a steady Perform from others and with the gro
audience. Copy back short pulse. basic staff Play syncopated rhythms communicating
rhythmic and notation, with accuracy, control with the group. Perform a so
Stop and start melodic Perform incorporating and fluency. or taking a
playing at the phrases on expressively rhythm and Perform with leadership r
right time. percussion using dynamics pitch and being accuracy and within a
instruments. and timbre to able to identify fluency from performance
alter sounds as these symbols graphic and
Respond to appropriate. using musical simple staff Perform wit
simple musical terminology. notation. accuracy an
instructions Sing back short fluency from
such as tempo melodic patterns Play a simple graphic and
and dynamic by ear and chord staff notation

		changes as part of a class performance. Perform from graphic notation.	playing short melodic patterns from letter notation.			progression with accuracy and fluency.	and from their own notation. Perform by following a conductor's cues and directions.
History of music  Kapow Primary*		Historical themed units (See LTP)	Historical themed units (See LTP)	Understand that music from different times has different features. Historical themed units (See LTP)	Recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary.  Historical themed units (See LTP)	Confidently discuss the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time.  Historical themed units (See LTP)	Discuss musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.  Historical themed units (See LTP)
Vocabulary	Pitch Duration Dynamics Tempo Timbre Texture Structure Notation	Pitch Duration Dynamics Tempo Timbre Texture Structure Notation	Pitch Duration Dynamics Tempo Timbre Texture Structure Notation	Pitch Duration Dynamics Tempo Timbre Texture Structure Notation	Pitch Duration Dynamics Tempo Timbre Texture Structure Notation	Pitch Duration Dynamics Tempo Timbre Texture Structure Notation	Pitch Duration Dynamics Tempo Timbre Texture Structure Notation