

North Lancing Primary School – Knowledge Progression in Music (Reception)



Year R	Topic:	Prior Knowledge:	Key New Knowledge:	Key Vocabulary:	Working Musically:
Autumn 1	<u>Introducing musical instruments</u>	<ul style="list-style-type: none"> Children have:- engaged in pre-school music making activities (eg, singing simple songs, dancing/moving to music) maybe played/handled some simple percussion instruments before 	<ul style="list-style-type: none"> Learn the names of simple untuned percussion instruments, the groups they belong to, and how to hold and play them correctly. Learn to recognise the sounds that different untuned percussion instruments make. Sing some simple songs, and learn how to accompany the songs with percussion instruments. Learn how to start/stop playing instruments, and to play loudly/quietly in response to hand signals. Learn how to play instruments (and move) in time to music. 	<p>Children will have an opportunity to use some/all of the following, or words related to:-</p> <ul style="list-style-type: none"> percussion instrument names of instruments, eg, agogo, claves, drum, Indian bells, maracas, tambourine start, stop, loud(ly), quiet(ly) 	<ul style="list-style-type: none"> Singing Playing instruments Taking turns/ sharing instruments Moving to music Developing listening skills
Autumn 2	<u>Nursery rhymes rock</u>	<ul style="list-style-type: none"> Children have:- sung some simple songs before moved to music played simple untuned percussion instruments 	<ul style="list-style-type: none"> Learn to sing a number of traditional nursery rhymes, eg, Pat-a-cake, Hickory Dickory Dock, Twinkle Twinkle Little Star etc. Learn how to use actions to accompany the songs. – Recognise repeated sound patterns and match their movements to the music. Learn how to beat time to the nursery rhymes using simple percussion instruments. 	<p>Children will have an opportunity to use some/all of the following, or words related to:-</p> <ul style="list-style-type: none"> nursery rhyme new words for each song clap/slap, actions beat 	<ul style="list-style-type: none"> Singing Using actions/ moving to music Playing instruments Developing listening skills
Spring 1	<u>Loud and quiet/ short and long</u>	<ul style="list-style-type: none"> Children have:- moved to music played simple untuned percussion instruments sung some simple songs before 	<ul style="list-style-type: none"> Listen to music and identify loud and quiet sounds and short and long sounds. – Move accordingly to the music. Revisit how to play loud and quiet sounds on untuned percussion instruments. - Use untuned percussion instruments to make long and short sounds. Use their voices to make loud/quiet and long/short sounds. - Control their voices to sing quietly and loudly and hold long and short notes, when performing songs. 	<p>Children will have an opportunity to use some/all of the following, or words related to:-</p> <ul style="list-style-type: none"> listen loud, quiet, short, long 	<ul style="list-style-type: none"> Singing/ using voices Playing instruments Moving to music Developing listening skills

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Spring 2	<u>Rhythm – Feel the beat</u>	<p>Children have:-</p> <ul style="list-style-type: none"> • moved and danced to music • played simple untuned percussion instruments 	<ul style="list-style-type: none"> • Learn how to feel the beat in music. – Clap and move in time to the beat of music/songs. • Clap/play/ echo back simple rhythms. • Begin to distinguish between beat and rhythm, although this will be developed further at KS1. – Clap the rhythm of the words of a song, and clap/ play an untuned percussion instrument in time with the beat of the song. • Begin to recognise symbols/words used to represent simple rhythms (eg, 'fly' and 'spider'). 	<p>Children will have an opportunity to use some/all of the following, or words related to:-</p> <ul style="list-style-type: none"> • clap, copy • beat, rhythm, • 'fly', 'spider' 	<ul style="list-style-type: none"> • Singing • Playing instruments/ clapping beats and rhythms • Moving/dancing to the beat of music • Developing listening skills
Summer 1	<u>Action songs</u>	<p>Children have:-</p> <ul style="list-style-type: none"> • performed nursery rhymes with actions before • used simple untuned percussion instruments to add simple accompaniments 	<ul style="list-style-type: none"> • Learn to sing a selection of repetitive songs/ counting rhymes with body actions. – (The body actions will help to develop their sense of pulse (beat) and rhythm.) • Add simple rhythm accompaniments on untuned percussion instruments to accompany the songs. 	<p>Children will have an opportunity to use some/all of the following, or words related to:-</p> <ul style="list-style-type: none"> • numbers 1-10 • new words for each song 	<ul style="list-style-type: none"> • Singing • Using body actions • Playing instruments • Developing listening skills
Summer 2	<u>High and low/ fast and slow</u>	<p>Children have:-</p> <ul style="list-style-type: none"> • used their voices to make different sounds • played simple untuned percussion instruments • moved and danced to music 	<ul style="list-style-type: none"> • To distinguish high and low sounds, and know that instruments can make high and low sounds. • Produce high and low sounds with their voices. • Learn how to play high and low sounds on tuned and untuned instruments. - Use tuned percussion to establish going up and down in pitch (climbing up and down a scale). • Start to recognise fast and slow tempos, and move their bodies in time to music that changes tempo. – Play tuned percussion slowly/quickly. 	<p>Children will have an opportunity to use some/all of the following, or words related to:-</p> <ul style="list-style-type: none"> • high, higher, low, lower, up, down • chime bars 	<ul style="list-style-type: none"> • Using voices • Playing instruments (tuned and untuned) • Moving/dancing to music • Developing listening skills

North Lancing Primary School – Knowledge Progression in Music (Year 1)



Year 1	Topic:	Prior Knowledge:	Key New Knowledge:	Key Vocabulary:	Working Musically:
Autumn	<u>Sounds interesting:</u> Exploring sounds	<p>Children have:-</p> <ul style="list-style-type: none"> heard and identified different sounds begun to explore some percussion instruments 	<ul style="list-style-type: none"> Identify different ways sounds can be made and changed (using voices, body sounds, percussion instruments). Handle and play a small range of percussion instruments with control. Identify and name a small range of percussion instruments by their sound (when played out of sight). Make and select sounds to reflect the mood of a song. Use and choose sounds in response to a stimulus, eg, use sounds to heighten the effect of a chosen story. 	<p>Children will have an opportunity to use words and phrases related to:-</p> <ul style="list-style-type: none"> dynamics, eg, <i>loud, quiet</i> tempo, eg, <i>fast, slow</i> pitch, eg, <i>high, low</i> timbre, eg, <i>words describing the qualities of sounds, such as rattling, smooth, tinkling; words related to sound production, such as hitting, shaking, scraping</i> 	<ul style="list-style-type: none"> Using voice sounds Singing Playing instruments Composing descriptive sounds Beginning to develop an understanding of the musical elements (interrelated dimensions of music)
Spring	<u>The long and the short of it:</u> Exploring duration	<p>Children have:-</p> <ul style="list-style-type: none"> sung a range of songs at different speeds used a range of percussion instruments 	<ul style="list-style-type: none"> Make and control long and short sounds using voices and tuned/untuned percussion instruments. Identify long and short sounds in music. Respond to long and short sounds through movement. Explore long and short sounds in a story context. - In partnership, create interesting sequences of long and short sounds on a range of tuned/untuned percussion instruments. 	<p>Children will have an opportunity to use words and phrases related to:-</p> <ul style="list-style-type: none"> duration, eg, <i>long/short, longer/shorter, start, stop</i> pitch, eg, <i>high/low, higher/lower</i> dynamics, eg, <i>loud/quiet, louder/quieter</i> timbre, eg, <i>smooth, scratchy, chiming, clicking</i> 	<ul style="list-style-type: none"> Singing Playing instruments Composing Beginning to develop an understanding of the musical elements (interrelated dimensions of music)
Summer	<u>Feel the pulse:</u> Exploring pulse and rhythm	<p>Children have:-</p> <ul style="list-style-type: none"> moved and danced to music with a strong pulse and a variety of rhythmic styles learnt to recognise different speeds (tempo) in music explored how words have a different number of syllables 	<ul style="list-style-type: none"> Identify the pulse in different pieces of music (and move in time/ sing in time to the music). Recognise the difference between pulse and rhythm. Identify the rhythm of words. Recall and perform simple rhythmic patterns to a steady pulse. Create simple rhythmic patterns (based on words and phrases). Accompany a chant/song by clapping/playing the pulse or rhythm. 	<p>Children will have an opportunity to use words and phrases related to:-</p> <ul style="list-style-type: none"> duration, eg, <i>long, short, pulse, beat, rhythm</i> tempo, eg, <i>fast, slow</i> dynamics, eg, <i>loud, quiet</i> structure, eg, <i>phrase</i> 	<ul style="list-style-type: none"> Singing Playing instruments Composing (simple rhythmic patterns) Beginning to develop an understanding of the musical elements (interrelated dimensions of music)
Throughout Year 1 & Year 2	<u>Ongoing skills</u>	<p>Children have:-</p> <ul style="list-style-type: none"> sung a range of songs used their voices in different ways, eg, <i>speaking, whispering, singing</i> listened to a variety of music and begun to recognise ways in which sounds are used 	<p>This unit of work highlights the musical skills that require regular practice and ongoing development throughout the key stage. The children will:-</p> <ul style="list-style-type: none"> Sing simple songs from memory with enjoyment, some expression and a sense of the shape of the melody. Use their voices confidently in a variety of ways. Listen carefully and recall short rhythmic and melodic patterns. Show physical control when playing musical instruments and responding to music. 	<p>Children will have an opportunity to use words and phrases related to:-</p> <ul style="list-style-type: none"> using their voices, eg, <i>singing, whispering, talking, humming, breathing</i> the musical elements, eg, <i>high, low, loud, quiet, fast, slow, rhythm</i> 	<ul style="list-style-type: none"> Singing Playing instruments Performing together Expressing ideas

North Lancing Primary School – Knowledge Progression in Music (Year 2)



Year 2	Topic:	Prior Knowledge:	Key New Knowledge:	Key Vocabulary:	Working Musically:
Autumn	<u>Taking off:</u> Exploring pitch	<p>Children have:-</p> <ul style="list-style-type: none"> • begun to recognise and control higher and lower sounds with their voices. • know the meaning of 'high' and 'low' • played tuned percussion instruments • listened to a wide range of music 	<ul style="list-style-type: none"> • Develop understanding of pitch (high, higher, low, lower, up, down, step, jump, slide). • Follow pitch movement with their hands, and use high, low and middle voices. • Sing a melody accurately at their own pitch. • Recognise and respond appropriately to changes in pitch. • Play/sing phrases from very simple dot notation. • Create short melodic patterns/ use changes in pitch expressively in response to a stimulus. 	<p>Children will have an opportunity to use words and phrases related to:-</p> <ul style="list-style-type: none"> • pitch, eg, high, low, higher, lower, going up, going down, step, jump, slide 	<ul style="list-style-type: none"> • Singing • Playing instruments • Composing (simple melodic patterns) • Developing an understanding of the musical elements (interrelated dimensions of music)
Spring	<u>What's the score?</u> Exploring instruments and symbols	<p>Children have:-</p> <ul style="list-style-type: none"> • used a range of percussion instruments 	<ul style="list-style-type: none"> • Name, and know how to handle/play, a variety of percussion instruments. • Recognise different ways sounds are made and changed on a variety of percussion instruments. • Learn that instruments that make sounds in similar ways can be grouped into families. • Identify different sounds by matching movements to given sounds. • Perform with others and take account of musical instructions (hand-signals and symbols). • Choose instruments carefully to create a class sound-story, and suggest ideas for graphic score. 	<p>Children will have an opportunity to use words and phrases related to:-</p> <ul style="list-style-type: none"> • dynamics, eg, loud, quiet, louder, quieter • pitch, eg, high, low, higher, lower • timbre, eg, bright • how sounds are produced, eg, shake, scrape, hit • names of instruments, eg, triangle, maraca, guiro 	<ul style="list-style-type: none"> • Playing instruments • Performing together • Composing
Summer	<u>Rain, rain go away:</u> Exploring timbre, tempo and dynamics	<p>Children have:-</p> <ul style="list-style-type: none"> • sung songs • explored sounds on a range of percussion instruments 	<ul style="list-style-type: none"> • Know that sounds can be used descriptively, and that music can describe an environment. • Describe different images created by music. • Sing songs expressively, and perform simple ostinato/ pulse based accompaniments (Weather songs). • Select appropriate instruments, combine and order sounds expressively in response to the stimulus of weather. • When listening to music and composing, recognise and use changes in timbre, tempo and dynamics. 	<p>Children will have an opportunity to use words and phrases related to:-</p> <ul style="list-style-type: none"> • dynamics, eg, loud/quiet, getting louder/quieter • tempo, eg, fast/slow, getting faster/slower • pitch, eg, high/low, getting higher/lower • timbre, eg, descriptive words such as: bright, dull, cold, warm • structure, eg, beginning, middle, end 	<ul style="list-style-type: none"> • Singing • Playing instruments • Composing descriptive sounds • Developing an understanding of the musical elements (interrelated dimensions of music)
Throughout Year 1 & Year 2	<u>Ongoing skills</u>	<p>Children have:-</p> <ul style="list-style-type: none"> • sung a range of songs • used their voices in different ways, eg, <i>speaking, whispering, singing</i> • listened to a variety of music and begun to recognise ways in which sounds are used 	<p>This unit of work highlights the musical skills that require regular practice and ongoing development throughout the key stage. The children will:-</p> <ul style="list-style-type: none"> • Sing simple songs from memory with enjoyment, some expression and a sense of the shape of the melody. • Use their voices confidently in a variety of ways. • Listen carefully and recall short rhythmic and melodic patterns. • Show physical control when playing musical instruments and responding to music. 	<p>Children will have an opportunity to use words and phrases related to:-</p> <ul style="list-style-type: none"> • using their voices, eg, singing, whispering, talking, humming, breathing • the musical elements, eg, high, low, loud, quiet, fast, slow, rhythm 	<ul style="list-style-type: none"> • Singing • Playing instruments • Performing together • Expressing ideas

North Lancing Primary School – Knowledge Progression in Music (Year 3)



Year 3	Topic:	Prior Knowledge:	Key New Knowledge:	Key Vocabulary:	Working Musically:
Autumn	<u>Animal magic:</u> Exploring descriptive sounds	<p>Children have:-</p> <ul style="list-style-type: none"> learnt to recognise and use the movement of notes in steps or jumps experience of combining sounds 	<ul style="list-style-type: none"> Recognise how musical elements , eg, pitch, duration, dynamics and tempo can be used and combined to describe different things/sounds in music, eg, animal sounds. – (Listen to pieces of music, such as ‘Peter and the Wolf’ by Prokofiev and ‘Carnival of the animals’ by Saint-Saens.) Sing songs (Animal songs) and create different effects, eg, by varying the tempo. Explore different movements/sounds to describe animals. Create descriptive music (‘Animal music’) in groups/ as a class, and select particular ways in which the elements can be combined expressively. 	<p>Children will have an opportunity to use words and phrases related to:-</p> <ul style="list-style-type: none"> dynamics, eg, <i>pulse, rhythm, longer, shorter</i> tempo, eg, <i>faster, slower,</i> pitch, eg, <i>steps, jumps/leaps</i> notation, eg, <i>note names C,G etc.</i> 	<ul style="list-style-type: none"> Singing Playing instruments Composing descriptive music Developing an understanding of the musical elements (interrelated dimensions of music)
Spring	<u>Play it again:</u> Exploring rhythmic patterns	<p>Children have:-</p> <ul style="list-style-type: none"> developed a sense of pulse practised keeping a steady beat when performing copied and created short rhythmic patterns 	<ul style="list-style-type: none"> Recognise repeated rhythmic patterns. Repeat rhythmic patterns. Learn how rhythms can be described through rhythmic symbols (notations). Perform a repeated pattern to a steady pulse. Perform with awareness of different parts. Identify repeated patterns used in music. Compose and notate simple rhythmic ostinato patterns. 	<p>Children will have an opportunity to use words and phrases related to:-</p> <ul style="list-style-type: none"> duration, eg, <i>rhythm, rhythmic pattern</i> tempo, eg, <i>steady, fast, slow</i> texture, eg, <i>combined rhythmic patterns</i> 	<ul style="list-style-type: none"> Singing Playing instruments Composing/ understanding how to notate rhythmic patterns
Summer	<u>The class orchestra:</u> Exploring arrangements	<p>Children have:-</p> <ul style="list-style-type: none"> explored how musical elements (interrelated dimensions of music) are used expressively created simple rhythmic ostinato patterns used tuned percussion instruments to develop awareness of pitch 	<ul style="list-style-type: none"> Sing in tune/ follow the contour of the melody. Develop understanding of different ways songs can be accompanied. Explore melodic phrases of a song/ melodic osinato patterns, and sing/ play them (on tuned percussion). Perform rhythmic ostinato patterns (on untuned percussion). Fit different rhythmic ostinato patterns together. Make musical decisions, and create a class performance of a song. 	<p>Children will have an opportunity to use words and phrases related to:-</p> <ul style="list-style-type: none"> pitch, eg, <i>melody, melodic phrase</i> duration, eg, <i>rhythm, rhythmic patterns</i> dynamins, eg, <i>louder, quieter</i> tempo, eg, <i>faster, slower</i> structure, eg, <i>introduction, ending, verse, chorus</i> 	<ul style="list-style-type: none"> Singing Playing instruments Performing together
Throughout Year 3 & Year 4	<u>Ongoing skills</u>	<p>Children have:-</p> <ul style="list-style-type: none"> sung a variety of songs listened to a variety of music 	<p>This unit of work highlights the musical skills that require regular practice and ongoing development throughout the key stage. The children will:-</p> <ul style="list-style-type: none"> Sing simple songs from memory with accuracy of pitch, in a group or alone. Understand the importance of articulating the words to communicate the song to an audience. Identify and recall rhythmic/melodic patterns. Listen carefully to music, with attention to detail. Demonstrate increasing aural memory and physical control. 	<p>Children will have an opportunity to use words and phrases related to:-</p> <ul style="list-style-type: none"> singing techniques, eg, <i>breathing, posture</i> the musical elements being taught at the same time in other units, eg, <i>high/low, different speeds, types of sound</i> 	<ul style="list-style-type: none"> Singing Playing instruments Performing together Expressing ideas Developing aural memory

North Lancing Primary School – Knowledge Progression in Music (Year 4)



Year 4	Topic:	Prior Knowledge:	Key New Knowledge:	Key Vocabulary:	Working Musically:
Autumn	<u>Dragon scales:</u> Exploring pentatonic scales	<p>Children have:-</p> <ul style="list-style-type: none"> sung a wide range of songs used tuned instruments to create simple melodic patterns 	<ul style="list-style-type: none"> Learn about pentatonic scales and how they are used in music. Learn and perform pentatonic songs, keeping to a steady pulse. Explore and perform different types of accompaniments for pentatonic songs. Create simple melodies and accompaniments (drones, melodic ostinato patterns) using the 'C Pentatonic Scale'. 	<p>Children will have an opportunity to use words and phrases related to:-</p> <ul style="list-style-type: none"> pitch, eg, getting higher/lower, pentatonic scale, melody pulse, eg, steady pulse, rhythmic pattern structure, eg, accompaniment, ostinato pattern, melodic ostinato, drone 	<ul style="list-style-type: none"> Singing Playing instruments Performing together Improvising (pentatonic patterns) Composing simple pentatonic melodies and accompaniments
Spring	<u>Painting with sound:</u> Exploring sound colours	<p>Children have:-</p> <ul style="list-style-type: none"> listened to a variety of music considered how different moods are created in music 	<ul style="list-style-type: none"> Identify descriptive features in art and music. Analyse and comment on how sounds are used to create different moods. Select instruments and create sounds to describe visual images. Create music that describes two contrasting moods/emotions. Compose music to create an expressive sound picture. 	<p>Children will have an opportunity to use words and phrases related to:-</p> <ul style="list-style-type: none"> elements, eg, pitch, dynamics, rhythm, texture, timbre, tempo moods, eg, 'tense' or 'calm' sounds 	<ul style="list-style-type: none"> Playing instruments Performing together Composing descriptive music Expressing ideas <p>Developing an understanding of the musical elements (interrelated dimensions of music)</p>
Summer	<u>Salt, pepper, vinegar, mustard:</u> Exploring singing games	<p>Children have:-</p> <ul style="list-style-type: none"> clapped/tapped the pulse of songs practised clapping the rhythms of words created simple melodies/melodic patterns 	<ul style="list-style-type: none"> Sing/perform a range of singing games. Identify different actions/uses of singing games. Accompany singing games by clapping/tapping the pulse in time, getting faster and slower. Demonstrate the difference between pulse and rhythm. Create simple rhythmic ostinato patterns (using words/phrases) from the songs, and perform with others. Create/perform their own singing games (with simple tunes), chants or rhymes, and add appropriate actions. 	<p>Children will have an opportunity to use words and phrases related to:-</p> <ul style="list-style-type: none"> tempo, eg, fast, slow, pulse rhythm, eg, word rhythm, singing games, syllables, rhythmic patterns, rhythmic ostinato patterns pitch, eg, melody/tune, pentatonic scale structure, eg, verse, beginning, end, repetition 	<ul style="list-style-type: none"> Singing Playing instruments Performing together Composing (rhythmic compositions) Developing aural memory
Throughout Year 3 & Year 4	<u>Ongoing skills</u>	<p>Children have:-</p> <ul style="list-style-type: none"> sung a variety of songs listened to a variety of music 	<p>This unit of work highlights the musical skills that require regular practice and ongoing development throughout the key stage. The children will:-</p> <ul style="list-style-type: none"> Sing simple songs from memory with accuracy of pitch, in a group or alone. Understand the importance of articulating the words to communicate the song to an audience. Identify and recall rhythmic/ melodic patterns. Listen carefully to music, with attention to detail. Demonstrate increasing aural memory and physical control. 	<p>Children will have an opportunity to use words and phrases related to:-</p> <ul style="list-style-type: none"> singing techniques, eg, breathing, posture the musical elements being taught at the same time in other units, eg, high/low, different speeds, types of sound 	<ul style="list-style-type: none"> Singing Playing instruments Performing together Expressing ideas Developing aural memory

North Lancing Primary School – Knowledge Progression in Music (Year 5)



Year 5	Topic:	Prior Knowledge:	Key New Knowledge:	Key Vocabulary:	Working Musically:
Autumn	<u>Cyclic patterns:</u> Exploring rhythm and pulse	<ul style="list-style-type: none"> Children have:- developed a sense of pulse played/created simpler rhythm patterns before 	<ul style="list-style-type: none"> To understand that 'Cyclic Patterns' are repeated beat/rhythmic patterns in music, with 'beat 1' always being a strong beat. – To understand that 'Cyclic Patterns' can have varying numbers of beats. Identify different cyclic patterns (patterns with different numbers of beats/speeds) in pieces of South Asian music. Perform (clap/play) repeated rhythmic patterns/ body percussion patterns in time with the music. Read/perform (from notation) a range of simple and more complex 4-beat repeated rhythmic patterns, and perform in time with a steady beat. Learn how to build up rhythm patterns in layers - perform (from notation) 3 or more different 4-beat repeated rhythmic patterns, which fit to together. Compose a cyclic pattern piece (repeated rhythmic pattern piece) with 8 beats, or a different number of beats, with different layers of sound. Vary the types of instruments used, rhythm patterns used, and which instruments play on each beat - include silent beats. Notate using traditional and/or graphic notation. 	<p>Children will have an opportunity to use words and phrases related to:-</p> <ul style="list-style-type: none"> sounds, eg, pulse/beat, rhythm, repeated rhythmic pattern, cyclic pattern, percussion 	<ul style="list-style-type: none"> Playing instruments Performing together Composing cyclic pattern pieces/ repeated rhythmic patterns. Understanding/using traditional notation (rhythm patterns) and/or graphic notation.
Spring	<u>Journey into space:</u> Exploring sound sources	<ul style="list-style-type: none"> Children have:- used sounds expressively listened to a variety of music. 	<ul style="list-style-type: none"> Listen with concentration to pieces of music from 'The Planets' by Gustav Holst. Discuss the moods of the different planets, and comment on the use of musical elements (interrelated dimensions of music). Listen to the opening section of 'Also Sprach Zarathustra' by Richard Strauss. Although composed in 1896, this was used in the film '2001: A space odyssey'. Identify how the texture of the music is built up. Imagine a set of planets and, as a class/groups, create their own planet compositions to represent a range of given moods. Think carefully about use of tempo, dynamics, timbre and pitch. Try to use a range of percussion instruments, voices and keyboards. Use a 'Space journey' poem as a stimulus to create music. Use their knowledge of musical elements. Use a range of instruments and voices. 	<p>Children will have an opportunity to use words and phrases related to:-</p> <ul style="list-style-type: none"> sounds/ musical elements (interrelated dimensions of music), eg, pitch, tempo, dynamics, structure, rhythm, instrumentation 	<ul style="list-style-type: none"> Playing instruments Performing together Composing descriptive music Expressing ideas <p>Developing an understanding of the musical elements (interrelated dimensions of music)</p>

North Lancing Primary School – Knowledge Progression in Music (Year 5)



Year 5	Topic:	Prior Knowledge:	Key New Knowledge:	Key Vocabulary:	Working Musically:
Summer	<u>Roundabout:</u> Exploring rounds	<p>Children have:-</p> <ul style="list-style-type: none"> sung very simple rounds in two parts (eg, in singing assemblies) played tuned percussion instruments (eg, chime bars and/or glockenspiels/xylophones) 	<ul style="list-style-type: none"> To learn about the structure of round songs. – To understand how a second group begins singing from the start of the song, when a first group is half-way through the song. To understand the difference between singing in unison and singing in parts. To learn to sing a range of round songs in two parts (or more), and identify the melodic phrases and how they fit together. – To learn that the effect of the two sets of voices singing together is two-part harmony. To accompany a round song by singing/chanting a melodic/rhythmic ostinato pattern. To accompany a round song by playing a melodic/rhythmic ostinato pattern and/or drone on a tuned/untuned instrument. To rehearse and perform the round songs/accompaniments with confidence, showing that they know how to contribute appropriately to the overall effect. 	<p>Children will have an opportunity to use words and phrases related to:-</p> <ul style="list-style-type: none"> pitch, eg, <i>melody, melodic phrase, melodic ostinato, unison, harmony</i> structure, eg, <i>round song, part, accompaniment</i> 	<ul style="list-style-type: none"> Singing (in parts) Playing instruments Performing together
Throughout Year 5 & Year 6	<u>Ongoing skills</u>	<p>Children have:-</p> <ul style="list-style-type: none"> sung a variety of songs listened to a variety of music 	<p>This unit of work highlights the musical skills that require regular practice and ongoing development throughout the key stage. The children will:-</p> <ul style="list-style-type: none"> Sing confidently, and with expression, as a class, in small groups and/or alone. Sing songs in tune and with awareness of other parts (eg, round/part songs). Sing songs with increasing control of breathing, posture and sound projection. Identify where to place emphasis and accents in a song to create the intended effects. Perform (some) songs from memory with confidence and with an understanding of the meaning and impact of words. Identify and perform more complex rhythmic patterns. Listen, with sustained concentration, to longer pieces of music and identify features. Discuss use of musical elements (interrelated dimensions of music), history of music etc. (Use the '<i>Classical 100</i>' website). 	<p>Children will have an opportunity to use words and phrases related to:-</p> <ul style="list-style-type: none"> singing techniques, eg, <i>breathing, posture, articulation, sound projection</i> the musical elements (interrelated dimensions of music), eg, <i>pitch, duration, dynamics, tempo, timbre, texture</i> structure, eg, <i>verse, chorus, round</i> 	<ul style="list-style-type: none"> Singing Playing instruments Performing together Expressing ideas Developing aural memory <p>Developing an understanding of the musical elements (interrelated dimensions of music)</p>

North Lancing Primary School – Knowledge Progression in Music (Year 6)



Year 6	Topic:	Prior Knowledge:	Key New Knowledge:	Key Vocabulary:	Working Musically:
Autumn	Songwriter: Exploring lyrics and melody	<ul style="list-style-type: none"> Children have:- sung a range of songs (of different styles) created/ played rhythm patterns before understood the concept of melody 	<ul style="list-style-type: none"> Listen to/ learn to sing/perform a variety of songs. - Understand the importance of lyrics in getting across a message or conveying mood. Understand how songs can reflect the time and place in which they were written. Identify different song structures, eg, introduction, verse, chorus, instrumental section. Learn how to set words/syllables to a range of simple and more complex rhythm patterns, and create 'rhythm raps'. – Perform these raps rhythmically, keeping in time with a steady beat. Add simple percussion accompaniments. – Understand how the different rhythm patterns are notated. – Use the following rhythm patterns:- <p> fly (taa), spi-der (ta-te), ca-ter-pil-lar (tafa-tefe), but-ter-fly (tafa-te), grass-hop-per (ta-tefe), moth (rest) </p> <ul style="list-style-type: none"> Learn how to compose a simple melody for given words or a jingle (using own words), using notes from the 'C Pentatonic Scale'. – (Use tuned percussion instruments to compose melodies.) 	<p>Children will have an opportunity to use words and phrases related to:-</p> <ul style="list-style-type: none"> sounds and structures, eg, melody, lyrics, syllables, rhythm, phrase, repetition, song structure (introduction, verse, chorus, instrumental section) 	<ul style="list-style-type: none"> Singing Playing instruments Performing together Composing – creating own lyrics/raps and simple melodies Understanding/using traditional notation (rhythm patterns)
Spring	Who Knows? Exploring musical processes	<ul style="list-style-type: none"> Children have:- performed rhythmically and with control of pitch used sounds descriptively in response to different stimuli listened to/ performed a range of music 	<ul style="list-style-type: none"> Develop and justify opinions about music. Describe and compare different kinds of music using musical vocabulary. - Comment on use of musical elements (interrelated dimensions of music). - Analyse and respond to contrasting moods in pieces of music. Apply previous learning/ knowledge of musical elements (interrelated dimensions of music) when composing group/class pieces using a range of stimuli. – E.g., Compose music that uses one or a combination of moods (eg, Tension/Energy and Relaxation). – Use a range of instruments and maybe vocal sounds, too. Develop understanding of how to use graphic notation/ graphic scores for compositions/performances. Revise/use simple forms of pulse based notation to store rhythmic ideas, including a change of metre. 	<p>Children will have an opportunity to use words and phrases related to:-</p> <ul style="list-style-type: none"> musical elements (interrelated dimensions of music), eg, pitch, getting higher/lower, duration, longer/shorter, pulse, rhythm, metre, tempo, timbre, texture processes, eg, composing, improvising, performing 	<ul style="list-style-type: none"> Playing instruments Performing together Composing descriptive music Expressing ideas Developing an understanding of the musical elements (interrelated dimensions of music) Understanding/using different types of notation

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Summer	<u>Year 6 Summer Production: Performing together</u>	<p>Children have:-</p> <ul style="list-style-type: none"> • sung/ performed a wide range of songs • taken part in a range of performances 	<ul style="list-style-type: none"> • Learn to sing/perform a range of songs confidently and expressively, with attention to dynamics and phrasing. - Demonstrate good diction and articulation. • Use movement and gesture to enhance the impact of songs. • Link songs/music together with drama and dance. • Contribute to a year group performance, and help achieve a high-quality performance. • Demonstrate awareness of audience, venue and occasion. 	<p>Children will have an opportunity to use words and phrases related to:-</p> <ul style="list-style-type: none"> • singing techniques, eg, <i>breathing, posture, articulation, sound projection</i> • sounds and structures, eg, <i>melody, lyrics, phrase, song structure (introduction, verse, chorus, instrumental section)</i> 	<ul style="list-style-type: none"> • Singing • Performing together • Linking songs/music with drama and dance
Throughout Year 6	<u>Recorder Playing (Descant Recorder)</u>	<p>Children have:-</p> <ul style="list-style-type: none"> • performed together on other instruments (untuned and tuned percussion instruments) • used some traditional notation before (especially reading/using a range of rhythm patterns) 	<ul style="list-style-type: none"> • Learn how to hold a recorder correctly (left hand at top and right hand near the bottom). • Learn how to produce a “tu” sound (tonguing). • When reading notation, learn about the stave and the treble clef. • Learn how to read and play, at least, notes B,A,G and E. • Learn to read and play crotchets (and crotchet rests), quavers, minims and dotted minims. – Know that quavers can be joined together in twos, and are sometimes joined together in fours. • Recognise/use the repeat sign. • Learn about time signatures, and play music with 2 beats, 4 beats and 3 beats in a bar. • Learn when to take a breath. • Learn to perform pieces together, in time with backing accompaniments (“Recorder from the Beginning – Book 1”). 	<p>Children will have an opportunity to use words and phrases related to:-</p> <ul style="list-style-type: none"> • producing sound, eg, <i>“tu” sound (tonguing), breathing</i> • reading notation, eg, <i>stave, treble clef, bar lines, double bar lines, repeat sign, time-signatures, crotchets, crotchet rests, quavers, minims, dotted minims, notes B, A, G and E</i> • performing together, eg, <i>accompaniment, introduction, interlude</i> 	<ul style="list-style-type: none"> • Playing an instrument (Descant Recorder) • Performing together • Reading traditional notation
Throughout Year 5 & Year 6	<u>Ongoing skills</u>	<p>Children have:-</p> <ul style="list-style-type: none"> • sung a variety of songs • listened to a variety of music 	<p>This unit of work highlights the musical skills that require regular practice and ongoing development throughout the key stage. The children will:-</p> <ul style="list-style-type: none"> • Sing confidently, and with expression, as a class, in small groups and/or alone. • Sing songs in tune and with awareness of other parts (eg, round/part songs). • Sing songs with increasing control of breathing, posture and sound projection. • Identify where to place emphasis and accents in a song to create the intended effects. • Perform (some) songs from memory with confidence and with an understanding of the meaning and impact of words. • Identify and perform more complex rhythmic patterns. • Listen, with sustained concentration, to longer pieces of music and identify features. Discuss use of musical elements (interrelated dimensions of music), history of music etc. (Use the <i>‘Classical 100’ website</i>). 	<p>Children will have an opportunity to use words and phrases related to:-</p> <ul style="list-style-type: none"> • singing techniques, eg, <i>breathing, posture, articulation, sound projection</i> • the musical elements (interrelated dimensions of music), eg, <i>pitch, duration, dynamics, tempo, timbre, texture</i> • structure, eg, <i>verse, chorus, round</i> 	<ul style="list-style-type: none"> • Singing • Playing instruments • Performing together • Expressing ideas • Developing aural memory • Developing an understanding of the musical elements (interrelated dimensions of music)