**Progression of Knowledge in Music**

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|  | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  | * Children learn & sing familiar songs
* Children know different instruments
* Children know how they make sounds
* Children can change the sound of an instrument
 | * Can names some tuned and un-tuned percussion instruments
* Can recognise some orchestral instruments
* Can remember and sing a simple song
* Can follow instructions – e.g. when to stop, start, sing loudly, sing quietly
* Can link the sound an instrument makes to the mood/feeling it creates
* Can begin to write down their composition using symbols
* Can group instruments together by using common features to sort them
* Can comment on the tempo of a piece of music
* Can comment on the dynamics of a piece of music
* Can recognise if a note is a higher or lower pitch than another
 | * Can show an awareness of pulse/rhythm
* Can follow pitch movements with hands, demonstrating movements to high/mid/low pitches
* Can select instruments to use for a specific purpose
* Can explain why they have selected those instruments
* Can identify the pulse in a piece of music
* Can use symbols or pictures to represent different sounds
* Can recall the names of different percussion instruments
* Can group these instruments by the sound they create
* Can name some examples of Tudor instruments
 | * Can represent notes on the stave, using correct symbols
* Can use the correct symbols for rests
* Can name some different keyboard instruments
* Can describe how these have changed over time
* Can remember and sing a more complex lengthy song
* Can identify and names traditional Irish musical instruments
* Can group these instruments into the instrumental families
* Can describe some features of pop music using key vocabulary
* Can comment on ways bands could reduce their carbon footprint and reduce their consumption when on tour
 | * Can identify phrases within a song and adapt breathing around these phrases
* Can recall some facts about Stravinsky
* Can identify some features of the music that are used to represent fireworks
* Can write down some of their composition using accurate musical notation
* Can identify some instruments that they hear
* Can give reasons why a particular instrument is used
* Can give examples of how music is used in films
* Can identify some of the common features of film music
* Can describe what a motif is
 | * Can include a range of staccato/legato phrases
* Can begin to use harmony/chords to support their melody
* Can perform an African song as part of an ensemble
* Can describe some of the musical features of an African song – e.g. commenting on dynamics, pitch, rhythm, repetition, tempo
* Can recall some facts about Benjamin Britten
* Can comment on the musical structure of an opera, using key vocabulary
* CanCan recall when the ‘classical era’ usicwas
* Can recall some facts about classical composers
 | * Can work in a pair or group to compose a piece of music in the style of Saint-Saens
* Can justify their choice of instruments with regard to pitch, voice, timbre.
* Can describe the importance of songs in WW2
* Can identify some songs and song performers from WW2
* Can interpret the meaning behind these songs
* Can identify call & response in a sea shanty
* Can describe the (historical) importance of protest songs
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