



**Over St. John's CE Primary School**  
**'Let your light shine before others.' Matthew 5:16**  
**Progression of Knowledge and Skills in Music**

Focus	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
SINGING	<p><b>Skills</b> Join in singing nursery rhymes and everyday routine songs. Follow and respond to 'off we go' when singing together. Use the minor 3<sup>rd</sup> interval (nah,nah). Add simple actions to well-known songs.</p> <p><b>Knowledge</b> Know the words to simple nursery rhymes and everyday routine songs. Know that 'off we go' means that they should join in. Begin to know the difference between singing and speaking voice.</p>	<p><b>Skills</b> Sing a song with contrasting high and low melodies (Unit 3) Control vocal dynamics, duration and timbre (Unit 4) Sing a song together as a group (Unit 7) Combine voices and movement to perform a chant and a song (Unit 11) Use voices to create descriptive sounds (Unit 12)</p> <p><b>Knowledge</b> Know the difference between high and low melodies (Unit 3) Know that we can use our voices to create</p>	<p><b>Skills</b> Chant and sing in two parts while playing a steady beat (Unit 4) Sing with expression, paying attention to the pitch shape of the melody (Unit 8) Understand pitch through singing, movement, and note names (Unit 11) Prepare and improve a performance using movement, voice and percussion (Unit 12)</p> <p><b>Knowledge</b> Know what is meant by the term 'steady beat' (Unit 4) Know what is meant the pitch shape of the melody (Unit 8)</p>	<p><b>Skills</b> Sing in two-part harmony (Unit 1) Copy and create a wide range of vocal sounds to incorporate into a song (Unit 8) Sing in two parts (two different melodies) with movements and percussion (Unit 9) Perform a round in three parts (Unit 11)</p> <p><b>Knowledge</b> Know what is meant by 'two-part harmony' (Unit 1) Know a wide range of vocal sounds can be incorporated into a song (Unit 8)</p>	<p><b>Skills</b> Perform a poem as an ensemble with rhythmic accuracy to a steady beat (Unit 1) Use beatbox techniques to imitate the sound of a drum kit (Units 1 &amp; 3) Learn to sing partner songs (Unit 3) Sing a call and response song in a minor key in two groups (Unit 8) Sing a song with three simple independent parts (Unit 10) Combine singing, playing and dancing in a performance (Unit 11)</p> <p><b>Knowledge</b> Know that beatbox techniques can imitate the sound of a drum kit (Units 1 &amp; 3) Know what is</p>	<p><b>Skills</b> Prepare for a performance by considering narration, performance space, setting up and other logistics; sing and play scales and chromatic melodies accurately (Unit 4)</p> <p><b>Knowledge</b> Know that a performance requires consideration of narration, performance space, setting up and other logistics (Unit 1); Know the difference between scales and chromatic melodies (Unit 4)</p>	<p><b>Skills</b> Demonstrate understanding of pitch through singing from simple staff notation (Unit 1) Convey lyrical meaning through expressive singing in a part-song with echoes (Unit 2) Learn to sing major and minor note patterns accurately (Unit 2) Demonstrate planning, directing, and rehearsal skills through allocated roles, such as technicians and researchers (Unit 2) Develop, rehearse and perform a mini-musical, including dialogue, singing, playing and movement (Unit 4) Refine vocal performance with consideration of posture, breathing and enunciation (Unit 5) Perform complex song rhythms confidently</p>

		descriptive sounds (Unit 12)			meant by 'call and response' (Unit 8)		(Unit 6) Change vocal tone to reflect mood and style (Unit 6)  <b>Knowledge</b> Know what is meant by simple staff notation (Unit 1) Know the difference between beat and syncopation as demonstrated via singing and body percussion (Unit 1)
PLAYING INSTRUMENTS	<b>Skills</b> Explore many different sound making instruments. Explore and use the names of common classroom instruments such as egg shakers, claves and tambours. Follow generic hand signals for 'start' and 'stop' when playing instruments. Understand and follow, 'my turn', 'your turn'.  <b>Knowledge</b> Know the signs for start and stop.	<b>Skills</b> Identify and keep a steady beat using instruments (Unit 2) Explore and control dynamics, duration, and timbre with instruments (Unit 4) Play percussion instruments at different speeds (tempi) (Unit 5) Play and control changes in tempo (Unit 5) Explore sounds on instruments and find different ways to vary their sound (Unit 8) Use instruments to create descriptive	<b>Skills</b> Listen to and repeat rhythmic patterns on body percussion and instruments (Unit 4) Play pitch lines on tuned percussion (Unit 5) Accompany a song with vocal, body percussion and instrumental ostinati (Unit 8) Use instruments expressively in response to visual stimuli (Unit 12)  <b>Knowledge</b> Use that different instruments can be use expressively because of their timbres (Unit 12)	<b>Skills</b> Accompany a song with a melodic ostinato on tuned percussion (Unit 1) Perform a pentatonic song with tuned and untuned accompaniment (Unit 5) Play independent parts in more than one metre simultaneously on body percussion, untuned and tuned percussion (Unit 6) Perform rhythmic ostinati individually and in combination (Unit 6)	<b>Skills</b> Combine four body percussion ostinati as a song accompaniment (Unit 5) Play a pentatonic song with leaps in pitch on tuned percussion (Unit 6) Play and sing repeated patterns (ostinati) from staff notation (Unit 10) Play a piece with melody, chords, bass and rhythm parts from graphic, rhythm and staff notations (Unit 11)  <b>Knowledge</b> Know what is meant by 'ostinati' (Unit 6) Know the differences between	<b>Skills</b> Hold the violin correctly when it is played and in rest position; produce a solid tone; play pizzicato and arco; use the bow; play by ear and from staff notation; have basic ensemble skills, following signs and gestures from a conductor and playing together (performance discipline); use first and second finger across all 4 strings; switch between strings fluently using first and second finger positions; play the notes B (middle line) E (bottom line)	<b>Skills</b> Demonstrate coordination and rhythm skills by participating in a complex circle game (Unit 1) Play a chordal accompaniment to a piece (Unit 3) Follow and interpret a complex graphic score for four instruments (Unit 3) Play tuned instrumental parts confidently from graphic scores with note names (Unit 6)  <b>Knowledge</b> Know the difference between melody and accompaniment (Unit 3) Know what a complex graphic score is (Unit 3)

	<p>Know the names of a few percussion instruments.</p>	<p>sounds (Unit 12) Play fast, slow, loud, and quiet sounds on percussion instruments (Unit 9)</p> <p><b>Knowledge</b> Know that a range of parameters can be used to create different musical effects (Unit 4)</p>		<p>Understand and use pitch notations (Unit 7) Read simple rhythm notation (Unit 7) Create and perform from a symbol score (Unit 8) Read graphic notation to play a melody on tuned instruments (Unit 10)</p> <p><b>Knowledge</b> Know what a symbol score is (Unit 8) Know what a simple graphic score is (Unit 10)</p>	<p>graphic, rhythm and staff notations (Unit 11)</p>	<p>A (ledger lines) F# (top line) first finger; F# (space) C# B (ledger line) G# (top of stave) second finger; develop a secure bow hold; identify the first beat in a bar in 3/4 time; conduct beats within simple time signatures; play 'staccato' and 'legato'</p> <p><b>Knowledge</b> The names of the different parts of the violin; know the names of the 4 open strings; know the note values of semibreves, minims, crotchets, and paired quavers; know the basic elements of staff notation (staff, clef, bar lines, time signature) (Unit 3)</p>	
IMPROVISING/EXPLORING	<p><b>Skills</b> Participate and enjoy musical opportunities. Share and take turns. Recognise, describe and gesture shaking,</p>	<p><b>Skills</b> Improvise descriptive music (Unit 4) Respond to music through movement (Unit 4) Create a soundscape using</p>	<p><b>Skills</b> Explore timbre and texture to understand how sounds can be descriptive (Unit 3) Combine sounds to create a musical</p>	<p><b>Skills</b> Improvise descriptive music (Unit 4) Improvise to an ostinato accompaniment (Unit 6) Explore simple</p>	<p><b>Skills</b> Improvise in response to visual stimuli, with a focus on timbre (Unit 4) Explore household items as instruments and match rhythms</p>	<p><b>Skills</b> Improvise over a simple groove using up to 3 open strings; play pieces without and without notation; create musical effects using</p>	<p><b>Skills</b> Devise, combine and structure rhythms through dance (Unit 1) Improvise descriptive music on instruments and other soundmakers (Unit 4)</p>

	<p>tapping, scraping instruments. Explore how a sound changes by playing it in a different way. Experiment with the timbre of the voice – singing, shouting, speaking, whispering, various vocal sounds.</p> <p><b>Knowledge</b> Know that the human voice and other percussion instruments can be changed to create different musical effects</p>	<p>instruments (Unit 7) Explore different sound sources and materials (Unit 7) Explore sounds on instruments and find different ways to vary their sound (Unit 8)</p> <p><b>Knowledge</b> Know what a soundscape is (Unit 7)</p>	<p>effect in response to visual stimuli (Unit 7) Explore voices to create descriptive musical effects (Unit 7) Explore different ways to organise music (Unit 10)</p> <p><b>Knowledge</b> Know how to combine sounds to create a musical effect in response to visual stimuli (Unit 7) Know that music can be organised (structured) in many different ways (Unit 10)</p>	<p>accompaniments using beat and rhythm patterns (Unit 12)</p> <p><b>Knowledge</b> Know that accompaniments can be varied according to their rhythm patterns (Unit 12)</p>	<p>with appropriate soundmakers (Unit 4) Improvise melodies with a given set of five notes (a pentatonic scale) (Unit 5) Explore layers and layering using a graphic score (Unit 7) Understand syncopation and clap improvised off-beat rhythms (Unit 10)</p> <p><b>Knowledge</b> Know that a pentatonic scale has five notes and is common to many cultures (Unit 5)</p>	<p>contrasting pitches (Unit 3)</p> <p><b>Knowledge</b> Know what to listen for when recognising a major and minor scale (Unit 3)</p>	<p><b>Knowledge</b> Know that dance can be combined with improvised music to good effect (Unit 1)</p>
COMPOSING	<p><b>Skills</b> Invent a pattern of sounds using instruments.</p> <p><b>Knowledge</b> Know what we mean by a pattern in music</p>	<p><b>Skills</b> Invent and perform new rhythms to a steady beat (Unit 10) Create, play and combine simple word rhythms (Unit 11) Create a picture in sound (Unit 12)</p> <p><b>Knowledge</b> Know that new rhythms can be played to a steady</p>	<p><b>Skills</b> Compose music to illustrate a story (Unit 9) Perform and create simple three- and four-beat rhythms using a simple score (Unit 10)</p> <p><b>Knowledge</b> Know the difference between simple three time and simple four time (Unit 10)</p>	<p><b>Skills</b> Select descriptive sounds to accompany a poem (Unit 1) Choose different timbres to make an accompaniment (Unit 1) Make choices about musical structure (Unit 2) Create and perform from a symbol score (Unit 8) Arrange</p>	<p><b>Skills</b> Compose an introduction for a song (Unit 2) Compose and notate pentatonic melodies on a graphic score (Unit 6) Compose a rap (Unit 9) Compose a fanfare (Unit 11) Compose and play sequences of word rhythms (Unit 12)</p> <p><b>Knowledge:</b></p>	<p><b>Skills</b> Develop a structure for a violin piece that they can play; evaluate and refine compositions with reference to the inter-related parameters of music (Unit 5)</p> <p><b>Knowledge</b> Know that compositions can be notated in many different ways</p>	<p><b>Skills</b> Revise, rehearse, and develop music for performance, with reference to the inter-related parameters of music (Unit 3) Compose programme music from a visual stimulus (Unit 5)</p> <p><b>Knowledge</b> Know what is meant by programme music (Unit 5)</p>

		beat (Unit 10) Know that music can be used to visual effect (Unit 12)		an accompaniment with attention to balance and musical effect (Unit 11) Use a score and combine sounds to create different musical textures (Unit 12)  <b>Knowledge</b> Know the importance of structure when composing (Unit 2)	Know what is meant by an introduction to a song (Unit 2) Know that word rhythms can be structured to musical effect (Unit 12)		
LISTENING	<b>Skills</b> Have an awareness of rising and falling sounds explored through actions and movement. Listen and move to music using the child's own natural movements (walking, jogging, running, skipping, jumping, waving). Start and stop in response to music played.	<b>Skills</b> Recognise and respond to changes in tempo in music (Unit 2) Identify changes in pitch and respond to them with movement (Unit 6) Understand how music can tell a story (Unit 9) Understand musical structure by listening and responding through movement (Unit 12)	<b>Skills</b> Match descriptive sounds to images (Unit 3) Listen to and repeat back rhythmic patterns on instruments and body percussion (Unit 4)  <b>Knowledge</b> Know that musical patterns can be created on percussion instruments and with body percussion (Unit 4)	<b>Skills</b> Listen to and learn about Hindustani classical music (Unit 3) Listen to and learn about traditional Chinese music (Unit 5) Listen to and learn about a Romantic piece of music (Unit 6) Listen to and learn about a medieval antiphon (Unit 7) Listen to, learn about, play and dance to Tudor	<b>Skills</b> Explore the descriptive music of two famous composers of the 20th and 21st century (Unit 2) Listen to and learn about 1940s dance band music (Unit 3) Listen to and play along with Bhangra music (Unit 4) Copy rhythms and a short melody (Unit 9) Match short rhythmic phrases with rhythm notation (Unit 10)	<b>Skills</b> Be able to listen to notes played and techniques used by the violin teacher in order to copy them  <b>Knowledge</b> Know the identifying features of an early Baroque opera (Unit 3)	<b>Skills</b> Follow and interpret a complex graphic score for four instruments (Unit 3) Experience and understand the effect of changing harmony (Unit 6) Listen to and understand modulation in a musical bridge (Unit 6)  <b>Knowledge</b> Know that harmony can change (Unit 6) Know what is meant by modulation (Unit 6)

	<b>Knowledge</b> Know that music can sound high and low	<b>Knowledge</b> Know that music can change tempo (Unit 2) Know that music can tell a story (Unit 9) Begin to know that music has structure (Unit 12)		dance music (Unit 7)  <b>Knowledge</b> Know how sounds are produced and how instruments are classified (Unit 3) Know that different musical genres exist (Units 3, 5, 6 and 7)	<b>Knowledge</b> Know and understand how rhythmic articulation affects musical phrasing (Unit 1) Know that a wide variety of instruments were used in the Renaissance and that they are both similar and different to later instruments (Unit 11)		
APPRAISING	<b>Skills</b> Identify high/low and soft/loud sounds. Notice when there is one sound and many sounds. Begin to show expression in movement in representing characters and responding to expression in music.  <b>Knowledge</b> Know that music can be soft and loud Know that music helps us to represent characters	<b>Skills</b> Identify a sequence of sounds (structure) in a piece of music (Unit 4) Listen in detail to a piece of orchestral music (e.g. identify instruments) (Unit 6) Identify metre by recognising its pattern (Unit 8) Identify a repeated rhythm pattern (Unit 10)  <b>Knowledge</b> Know that sound sequences help to create structure (Unit 4) Know the	<b>Skills</b> Identify ways of producing sounds (e.g. shake, strike, pluck) (Unit 3) Identify rising and falling pitch (Unit 8) Listen in detail to a piece of orchestral music (e.g. identify how it depicts a season) (Unit 9) Use simple musical vocabulary to describe music (Unit 12) Listen, describe and respond to contemporary orchestral music (Unit 12)	<b>Skills</b> Identify the metre in a piece of music (Unit 6) Recognise rhythm patterns in staff notation (Unit 6) Recognise pitch shapes (Unit 10)  <b>Knowledge</b> Know that music can be appraised according to metre, rhythm and pitch (Units 6 and 10)	<b>Skills</b> Identify different instrument groups from a recording (Unit 3) Describe the structure of a piece of orchestral music (Unit 5) Develop listening skills by analysing and comparing music from different traditions (Unit 6) Identify key features of minimalist music (Unit 7) Compare and contrast the structure of two pieces of music (Unit 7) Identify the metre of a new song or piece (Unit 10) Listen to and analyse	<b>Skills</b> Have an awareness of dynamics (piano, forte, crescendo, diminuendo); identify changes in tempo and their effects; rehearse, improve and analyse an ensemble performance, with attention to balance and staying in time  <b>Knowledge</b> Know the differences between two pieces of 19 <sup>th</sup> century music by the same composer (Liszt's Funeral Prelude and Mephisto Waltz No.	<b>Skills</b> Revise, rehearse, and develop music for performance, with reference to the inter-related musical parameters (Unit 3) Discuss the music of a Russian Romantic composer with reference to a painting from the same period (Unit 5)  <b>Knowledge</b> Know that paintings and compositions can be connected (Unit 5)

		names of some common orchestral instruments (Unit 6) Know that music often has a metre (Unit 8)	<b>Knowledge</b> Know that there are different ways to play instruments (Unit 3)		20th century ballet music (Unit 10)  <b>Knowledge</b> Know that different genres can be appraised and identified according to a variety of parameters (Units 5, 6, 7 and 10)	3) (Unit 3) know that compositions can be evaluated and refined with reference to the inter-related musical parameters (Unit 5)	
<b>VOCABULARY</b> The children are expected to know, understand and use:	listen, sing, clap, play, stop, voice, shake, tap	high, low, soft, loud, fast, slow, long, short, steady, explore, move, ring, falling, rising	pitch, dynamics, tempo, rhythm, beat/pulse, chant, percussion instruments	crescendo, decrescendo, pause, two time and three time, improvise, pentatonic, ostinato, call and response, question and answer, sequence	structure, texture, unison, <i>forte</i> , <i>piano</i> , echo, note values: quaver, crotchet, minim, middle C, trio, quartet, stave (lines and spaces), clef	time signatures: two, three and four time, bow, f-hole, hair, pizzicato, arco, peg, scroll, bridge, fingerboard, chinrest, frog, up-bow, down-bow, position, rosin, shoulder rest, strings, playing by ear, interval, key, major scale, minor scale	timbre, duration, legato, staccato, verse and chorus, drone, groove, <i>fortissimo</i> , <i>pianissimo</i> , <i>mezzo forte</i> , <i>mezzo piano</i> , arrangement, semibreve, semiquaver syncopated/syncopation
<b>VOCABULARY</b> Which may be used by teachers within lessons:	high, low, soft, loud, fast, slow, long, short, steady, explore, move, ring, falling, rising	pitch, duration, dynamics, tempo, chant, mi-so, pentatonic, call and response, question and answer, sequence, rhythm, beat/pulse, tempo, body percussion, classroom percussion,	do-so, crescendo, decrescendo, pause, improvise, untuned percussion, graphic symbols, dot notation, stick notation, beat groupings (two time and three time), crotchets, quavers, crotchet rests, cuckoo interval (so-	structure, unison, do-so, <i>forte</i> , <i>piano</i> , echo, do-re-mi, note values, staff notation, middle C, trio, quartet, stave (lines and spaces), clef, paired quavers	timbre, octave, do-do', rounds, partner songs, time signatures (two, three and four time), legato, staccato, minim, melody and accompaniment, static and moving parts, scores, texture	bow, f-hole, hair, pizzicato, arco, peg, scroll, bridge, fingerboard, chinrest, frog, up-bow, down-bow, position, rosin, shoulder rest, strings, playing by ear, interval, key, major scale, minor scale	partner songs, verse and chorus, drone, groove, <i>fortissimo</i> , <i>pianissimo</i> , <i>mezzo forte</i> , <i>mezzo piano</i> , ternary, triad, arrangement, semibreve, semiquaver syncopated/syncopation, four-part rounds

		ostinato, tuned instruments	mi and do-la, melodic phrases				
--	--	-----------------------------	-------------------------------	--	--	--	--