**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 |