

Progression of Knowledge by Class

Year B

	Richmond / Tintern	Regents / Crowland
Exploring Sounds	<p>Children explore ways of using their voices expressively. They develop their knowledge of body percussion.</p> <p>Children explore sounds around them in the classroom environment. They know that sounds come from sources and materials. Children explore the sounds of instruments. Children learn and use musical vocabulary.</p> <p>Children explore control of dynamics (volume), duration and timbre with voices, body percussion and instruments. They develop their control of voices, movement and instruments to describe the weathers.</p> <p>EYFS: Children explore sounds to describe different weathers. They start to explore using instruments, voices and movement.</p> <p>Children use music terms to discuss music- fast, slow, loud, quiet. Children add instruments to match music and create sound effects. Children create music to match an event in story. Children develop their use of voices and learn new songs and chants.</p> <p>EYFS: children use their voices to learn new songs. Children continue to explore sounds made by different instruments, body percussion.</p>	<p>Children will create and respond to vocal sounds. Children will explore how to change sounds. Children will create and place vocal and body percussion sounds. Children will explore descriptive sounds and explore expressive effects.</p> <p>Children will explore different sound sources and materials. Children will explore the materials and sounds of percussion instruments. Children will analyse the dynamics and duration of sounds around the school. Children will create two contrasting textures? Children will learn to sing a new song. Children will interpret sounds and explore instruments. Children will create a soundscape as part of a song performance.</p> <p>Children explore control of dynamics (volume), duration and timbre with voices, body percussion and instruments. They develop their control of voices, movement and instruments to describe the weathers.</p> <p>Children use music terms to discuss music- fast, slow, loud, quiet. Children add instruments to match music and create sound effects. Children create music to match an event in story. Children develop their use of voices and learn new songs and chants.</p> <p>Children explore and develop knowledge of timbre and texture. Children use skills of listening to match sounds and images. Children identify contrasting sections of descriptive music. Children explore and identify ways of producing sounds. Children develop their listening, evaluation and compositions skills.</p>
Beat	<p>Children develop their knowledge of a steady beat. Children will know how to perform a steady beat at two different speeds (tempi). Children will respond to music and play rhythm patterns on body percussion.</p> <p>Children develop their understanding of steady beat with voices and body percussion. Children count a steady beat. Children explore different ways to emphasise the first beat in a repeating pattern or metre. Develop knowledge of beat to identify metre and recognising patterns. Exploring sounds on instruments and finding different ways to vary sounds.</p>	<p>Children will use knowledge of beat to perform a steady beat at two different speeds (tempi) Children will respond to change of mood in a piece of music with a slow and fast steady beat. Children will be able to listen and identify a repeated rhythm pattern. Children will be able to combine a rhythm pattern and a steady beat. Children will be able to perform with increasing concentration. Children will be able to perform rhythm patterns on body percussion.. Children will be able to invent and perform new rhythms to a steady beat.</p> <p>Children will mark a steady beat with voices and body percussion. Children will understand a steady beat and count in patterns of 2,3,4 beats (metre). Children will perform a steady beat in patterns. Children will explore different ways to emphasise the first beat in a repeating pattern. Children will identify metre by recognising its pattern.</p>

	<p>EYFS – Children start to play to a beat. Children explore sounds on instruments and vary sounds they make.</p> <p>Children recognise and develop a sense of a steady beat through using voices and body percussion.</p> <p>Children will build on knowledge of the identifying the beat and being able to play along with a beat.</p> <p>Using body percussion and actions children will perform a beat at different speeds.</p> <p>Children will be work with Tempo of beat. They will play faster and slower and show increasing control of these changes in speed (tempo).</p>	<p>Children will explore different ways to emphasise beats to form a group (metre). Children will explore sounds on instruments and find different ways to vary their sound.</p> <p>Children will build on knowledge of the identifying the beat and being able to play along with a beat. Using body percussion and actions children will perform a beat at different speeds. Children will be work with Tempo of beat. They will play faster and slower and show increasing control of these changes in speed (tempo).</p>
Pitch	<p>Children develop music vocabulary and understanding of pitch movements. Children develop listening skills and are able to identify changes in pitch. Children listen to a variety of music such as orchestral music.</p> <p>Children understand pitch and making high and low vocal sounds. Children are able to relate pitch to high and low body movement. Understanding pitch by singing a song with contrasting high and low melodies.</p> <p>Children will explore and develop an understanding of pitch using voice and movement.</p> <p>EYFS- Children learn songs and can change voice to high and low. They can move to the music.</p> <p>Children are able to create a picture in sound. They understand musical structure by listening and responding. Children perform a simple repeated pattern. They understand what a repeated pattern is.</p> <p>EYFS Children can identify differences in music. They can explore how to make different sounds.</p>	<p>Children develop singing with expression, paying attention to pitch shape and the melody. Children accompany a song with vocal and instrumental ostinato. Children identify rising and falling pitch. Children show understanding of pitch by performing a rising pitch sequence in a song.</p> <p>Children to continue to develop ability to identify and respond to a beat. Children will be able to identify changes on pitch (upwards and downwards). They will be able to perform changes in pitch using their whole body and voice.</p> <p>Children look at pitch line notation and will be able to read it. Children will perform instrumental pitch line composition with a partner. Children will be able discuss and evaluate performance.</p> <p>Children will gain understanding of pitch through singing, movement and note names. Children will know what a melody is and perform one. Children will understand what a melody is through songs, movement and performing pitch shapes on tuned instruments. Children will explore and develop an understanding of pitch. Children will use musical scales, high and low notes in a composition.</p>
Performance	<p>Children combine voices, movement and instruments to perform a chant and a song. Children practise keeping a steady beat on instruments. Children perform word rhythms with movement.</p> <p>EYFS: Children learn new songs and chants. Children practise keeping a beat to music.</p>	<p>Children will explore patterns of physical movement in a game song. Children will be able to respond to a song with movement. Children will be able to use simple musical vocabulary to describe music. Children will be able to combine a steady beat and rhythms to accompany a song. Children will be able to play an instrument game to practise steady beat at changing tempi. Children will perform and improve a performance using movement, voice and percussion. Children will be able to use instruments expressively.</p>

Children will understand notation.

	St James / Westminster	
Exploring Sounds	<p>Children will discover ways to use their voices to describe feelings and moods. Children will create and respond to vocal sounds and body percussion. Children will explore expression in a conversation without words. Children will notate pitch shape and duration using simple line graphics. Children will understand how mood can be expressed using the voice. Children will understand the structure of call and response songs. Children will develop an expressive song performance with voices and instruments.</p> <p>Children explore timbre and texture to understand how sounds can be descriptive. Children will match sounds to images. Children will create and perform descriptive instrumental music inspired by British myths and legends. Children listen to and identify contrasting sections of descriptive music. Children will match descriptive sounds to images. Children will identify ways of producing sounds. Children will listen to and evaluate composition. Children will rehearse and refine to develop a performance.</p> <p>Children develop listening skills through listening to orchestral music. Children understand rhythm through chants. Children explore composing by composing music to illustrate a story.</p> <p>Children continue to develop their exploration of sounds by combing sounds to create a musical effect. Children understand how music , dance and drama can combine in storytelling. Children will explore their voices to create descriptive musical effects. Children will be able to match descriptive sounds made with the voice. Children will perform to an audience.</p> <p>Children continue to explore instruments and the sounds they make. This unit introduces the children to music from around the world and the different timbres and structures that are used.</p>	
Beat	<p>Children recognise and respond to a steady beat. Children will children recognise and play rhythmic patterns. Children recognise and respond to a steady beat at different tempi. Children will play steady beats at different tempi on body percussion and instruments. Children will sing in two parts and combine steady beats. Children will perform rhythmic patterns on percussion.</p> <p>Children will perform steady beat patterns with a song. Children will play different patterns of steady beat within four beats, and matching to a simple score. Children will perform an create simple rhythms using simple score. Children will perform and create simple 3 beat rhythms using a simple score.</p>	

	<p>Children will interpret a score to perform different beat patterns. Children will perform beat patterns with voices and percussion. Children will explore different ways to organise music.</p> <p>This unit develops the children’s understanding of beat, metre and rhythm. The children will also use their knowledge of melodic and rhythmic patterns and use notation in a performance.</p>	
Pitch	<p>Children explore and understand the pentatonic scale. Children continue to develop knowledge of pitch and recognise pitch patterns in music. Children use graphic notation with the pentatonic scale. Children perform a pentatonic song with tuned and untuned instruments.</p> <p>Children develop understanding of pitch. They will learn to read simple pitch notation. They will understand and use pitch notations. They will read simple rhythm notation. Develop understanding of music in the past.</p> <p>Children will gain understanding of pitch through singing, movement and note names. Children will know what a melody is and perform one. Children will understand what a melody is through songs, movement and performing pitch shapes on tuned instruments. Children will explore and develop an understanding of pitch. Children will use musical scales, high and low notes in a composition</p>	
Composition	<p>Children will explore music through songs and poems about places. The children will create accompaniments and sound pictures to reflect sounds in their local environment. Children will develop their skills to use their voices.</p>	
Structure		
Performance	<p>Children continue to develop their knowledge and understanding of chants, word rhythms and using their voices.</p>	

	Central / Fountains	Phoenix / Sempringham / Lindisfarne	Hyde/ Ramsey
Exploring Sounds	<p>Children learn about classifying instruments by the way sounds are produced.</p> <p>Children learn Beat box, exploring using their voices.</p> <p>Children learn about aerophones.</p> <p>Children learn to sing with a partner.</p> <p>Children explore and combine expressive effects of different instrumental groups.</p>		
Beat	<p>Children will understand how music can be organised in sequences.</p> <p>Children will use voices and actions to perform simple rhythms within a steady beat.</p> <p>Children will understand how music can be organised in layers.</p> <p>Children will combine rhythms in layers.</p> <p>Children will create their music using their ideas.</p> <p>Children will make choices about musical structure.</p> <p>Children will identify the metre in a piece of music.</p> <p>Children will play independent parts in more than one metre simultaneously.</p> <p>Children will identify and performing an ostinato.</p> <p>Children will improvise to an ostinato accompaniment.</p> <p>Children will perform rhythmic ostinato individually and in combination.</p> <p>Children will layer rhythms.</p> <p>Children will recognise rhythm patterns in staff notation.</p> <p>Children learn about verse and chorus song structure.</p> <p>Children combine four body percussion ostinato as a song accompaniment.</p> <p>Children understand texture.</p> <p>Children learn about layered structure a rhythmic ostinato piece.</p> <p>Children accompany a melody with a drone.</p> <p>Children describe the structure of a piece of orchestral music.</p> <p>Children read clock score to play a piece combining drone and melodic ostinato.</p> <p>Children will be able to identify the metre in a new song.</p> <p>Children will sing in 3 independent parts.</p>	<p>Children build on knowledge of beat and tempi.</p> <p>They develop rhythm skills through singing, playing and moving.</p> <p>Children sing and play in scales and chromatic melodies.</p> <p>Children continue to perform their music.</p> <p>Children use a score to notate and guide selected elements of a performance.</p>	

	<p>Children will play and sing in repeated patterns (ostinato) from notation.</p> <p>Children will understand syncopation and use off- beat rhythm in improvisation</p> <p>Children will combine independent parts in more than one metre.</p> <p>Children will identify how a well- known story has been told in music.</p> <p>Children will create music which tells a story.</p>		
Pitch	<p>Children develop understanding of pitch.</p> <p>They will learn to read simple pitch notation.</p> <p>They will understand and use pitch notations.</p> <p>They will read simple rhythm notation.</p> <p>Develop understanding of music in the past.</p>	<p>Children explore the pentatonic scale.</p> <p>Children play leaps and read graphic notation.</p> <p>Children develop listening skills.</p> <p>Children describe music using musical and non- musical terms.</p> <p>Children compose and notate pentatonic melodies.</p> <p>Children play a pentatonic song with leaps.</p> <p>Children combine tuned, untuned percussion and singing.</p>	
Composition	<p>Children select descriptive sounds to accompany a poem.</p> <p>Children will create a musical re- telling of a poem.</p> <p>Children will sing in two part harmony.</p> <p>Children will accompany a song with a melodic ostinato.</p> <p>Children will explore timbre to create a descriptive piece of music.</p> <p>Children will learn about ternary form.</p> <p>Children will sing a song with expression.</p> <p>Children will develop lyrics of a song.</p> <p>Children will choose timbre to make an accompaniment.</p> <p>Children will combine chants and sound pictures in a class performance in rondo structure.</p> <p>Children represent sounds with symbols.</p> <p>Children develop using voices creatively and expressively.</p> <p>Children create and perform from a symbol score.</p> <p>Children build on knowledge of rhythms copy melodies.</p> <p>Children play ostinato and layer them in a performance.</p> <p>Children use music to communicate a meaning</p> <p>Children compose a rap.</p>	<p>Children will explore how different timbres can be descriptive.</p> <p>Children will explore combinations of different timbres to accompany a song.</p> <p>Children will learn how to accompany a song with drone and ostinato in tuned percussion.</p> <p>Children will explore the descriptive music of two major composers.</p> <p>Children will compose an introduction for a song.</p>	
Structure	<p>Children learn a verse and chorus song.</p> <p>Children learn that melodies have phrases and explore layers and layering.</p> <p>Children compare and contrast structure and are able to identify minimalist structure.</p>	<p>Children will make instruments.</p> <p>Children will perform verse and chorus structure.</p> <p>Children will interpret notation.</p> <p>Children will improvise.</p> <p>Children will understand ABA structure.</p> <p>Children will perform repeating rhythms.</p> <p>Children will chant in three parts.</p>	

	<p>They play in groups, combining sections of music in a layered structure. They rehearse and prepare for a performance.</p>	<p>Children will perform rondo form.</p> <p>Children learn a verse and chorus song. Children learn that melodies have phrases and explore layers and layering. Children compare and contrast structure and are able to identify minimalist structure. They play in groups, combining sections of music in a layered structure. They rehearse and prepare for a performance.</p> <p>Children develop use of voice by singing in three parts. Children read a melody in staff notation. Children accompany a song with tuned and untuned instruments. Children compose and perform together. Children combine vocal sounds in performance. Children create a performance using voices and instruments in four parts. Children explore extended vocal techniques. Children develop a structure to combine sounds. Children create musical effects using contrasting pitch. Children learn about the music of an early opera. Children create descriptive music. Children develop a performance with awareness of audience</p>	
<p>Performance</p>	<p>Children will enhance and extend the performance of a poem using vocal patterns. Children will create a piece of 'playground music' out of layered vocal patterns as part of a performance piece. Children will explore contrasting moods and effects as part of a performance. Children will combine two rhythmic patterns using body percussion and percussion instruments as part of a performance piece.</p>	<p>Children combine expressive use of the voice with physical movement. Children respond to sound with visual signals. Children perform sequences of sounds matched to visual sequences. Children sing a call and response chant. Children compose and play sequences of word rhythms. Children learn a traditional West African call and response song. Children learn rhythmic and melodic accompaniments for a song and combine them in a performance.</p> <p>Children will learn a song and sing in unison and a three-part harmony. Children will learn a melody and harmony part on instruments. Children will explore song structure and arrangement. Develop a song performance with awareness for the audience. Learn singing techniques to improve performance. Control short, loud sounds on a variety of instruments.</p>	<p>Children will explore beat and syncopation through song and body percussion. Children will develop co-ordination and rhythm skills. Children will perform a rhythmic sequence to a piece of music. Children will develop the idea of pitch shape and relating it to movement. Children will understand pitch through movement and notation. Children will create rhythm patterns. Children will arrange different musical sections to build a larger scale performance. Children will explore rhythm through dance. Children will combine different rhythms. Children will explore ways of combining and structuring rhythms through dance.</p> <p>Children will learn to sing in a three-part harmony. Children will explore expressive singing in a part-song with echoes. Children will develop song cycles for a performance. Children stage a performance with awareness of audience. Children sing a pop song with backing harmony. Children will learn about a song's structure. Children will learn to sing major and minor note patterns accurately. Children will learn a pop song with understanding of its structure. Children will develop a song cycle performance incorporating mixed media. Children develop planning, directing and rehearsal skills.</p>

			<p>Children feel and move to a three beat pulse and revise rhythmic ostinato. Children perform and improvise rhythmic and melodic ostinato. Children develop singing voice by singing in harmony. Children learn about chords. Children perform music and dance. Children compare and contrast two performances. Children understand the process of a musical performance.</p> <p>Children learn to sing traditional songs. Children devise rhythmical actions to music. Children develop a performance of a musical. Children improvise descriptive music. Children play rhythmic cycles. Children combine rhythm cycles in a percussion piece. Children sing in call and response songs. Children develop descriptive composition. Children plan and structure pieces to make a finale. Children perform to an audience.</p> <p>Children build on knowledge and ability to compose music from a visual stimulus. Children listen to music with increasing awareness. They will be able to discuss how music can be descriptive of visual images. In groups children can create music in response to art work. They are able to explore the musical dimensions. Children build their confidence in performing, understanding and identifying what is a good performance.</p> <p>Children learn to sing with expression and sustained notes. Children sing in a 2 part harmony. Children are able to perform complex song rhythms confidently. Children will be able to identify the structure of a piece of music Children will play instrumental parts to accompany a song. Children will perform a song with complex structure. Children will listen to and understand modulation in a musical bridge. Children will prepare for a performance.</p>
Notation	Children will learn to play a Renaissance dance from notations. Children will be able to compose a fanfare. Children will understand simple musical structures. Children will learn a dance and play music used for celebration. Children will develop an understanding of history of music through learning a 1960s pop song.	Children will learn to play a Renaissance dance from notations. Children will be able to compose a fanfare. Children will understand simple musical structures. Children will learn a dance and play music used for celebration. Children will develop an understanding of history of music through learning a 1960s pop song. Children will create a performance.	

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