

## St Columb Minor Academy – Music substantive knowledge progression EYFS/KS1/KS2

composites	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Components (eg specific learning intention)						
<p>Listen and Appraise</p> <p><b>Key vocab:</b></p> <p><b>Tier 1:</b> fast, slow, clap, song, beat, rest, loud, quiet, high, low pattern, Sounds follow, soft, repeat, voice</p> <p><b>Tier 2:</b> count, silence, listen, perform, rhythm, instruments, instrument names, tempo, tune</p> <p><b>Tier 3:</b> dynamics/volume, pitch, pattern, pulse rap, ensemble, melody, tune, instrumental part, group/band/ensemble,</p>	<p>Listening and responding to different styles of music.</p> <p>Embedding foundations of the interrelated dimensions of music.</p>	<p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p>	<p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p> <p>To learn how songs can tell a story or describe an idea.</p>	<p>To confidently identify and move to the pulse.</p> <p>To think about what the words of a song mean.</p> <p>To take it in turn to discuss how the song makes them feel.</p> <p>Listen carefully and respectfully to other people's thoughts about the music</p>	<p>To confidently identify and move to the pulse.</p> <p>To talk about the musical dimensions working together in the unit songs e.g. if the song gets louder in the chorus (dynamics).</p> <p>Talk about the music and how it makes them feel.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>When you talk try to use musical words.</p>	<p>To identify and move to the pulse with ease.</p> <p>To think about the message of songs.</p> <p>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>When you talk try to use musical words.</p> <p>To talk about the musical dimensions working together in the unit songs.</p> <p>Talk about the music and how it makes you feel</p>	<p>To identify and move to the pulse with ease.</p> <p>To think about the message of songs.</p> <p>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>Use musical words when talking about the songs.</p> <p>To talk about the musical dimensions working together in the unit songs.</p> <p>Talk about the music and how it makes you feel, using musical language to describe the music.</p>
	Components (eg specific learning intention)						
<p>Controlling Pulse and Rhythm</p> <p><b>Key vocab:</b></p> <p><b>Tier 1:</b> fast, slow, clap, song, beat, rest, loud, quiet, high, low pattern, Sounds follow, soft, repeat, voice, fast, slow,</p> <p><b>Tier 2:</b> bar, rest, rhythm, genre, tempo</p> <p><b>Tier 3:</b> Pulse, score, notation, ostinato, percussion,</p>	<p>Listen to the rhythm and clap back.</p> <p>Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat.</p> <p>Listen and sing back. Use your voices to copy back using 'la', whilst marching to the steady beat.</p>	<p>Listen to the rhythm and clap back.</p> <p>Copy back short rhythmic phrases based on words, with one and two syllables whilst marching the steady beat.</p> <p>Use your voices to copy back using 'la', whilst marching the steady beat.</p> <p>Use your voices to copy back using rhythms using 'la'.</p>	<p>Clap and say back rhythms</p> <p>Create your own simple rhythm patterns</p> <p>Lead the class using their simple rhythms</p> <p>Using 2 Notes -Copy back with instruments, with and without notation</p> <p>Pitch Copy Back and Vocal Warm-ups</p>	<p>Perhaps lead the class using their simple rhythms</p> <p>Copy back with instruments, without and then with notation</p>	<p>Lead the class by inventing rhythms for them to copy back.</p> <p>Copy back three-note riffs by ear and with notation.</p> <p>Question and answer using three different notes</p>	<p>Inventing rhythms</p> <p>Copy back three-note riffs by ear and with notation.</p> <p>Question and answer using three different notes.</p>	

Components (eg specific learning intention)							
<p><b>Singing</b></p> <p><b>Key vocab:</b></p> <p><b>Tier 1:</b> sing, song, fast, slow, clap, song, beat, rest, loud, quiet, high, low pattern, sounds follow, soft, repeat, voice</p> <p><b>Tier 2:</b> chant, harmony, lyrics tempo</p> <p><b>Tier 3:</b> melodic phrase melody tune, accompany, chord, compose, duration, unison diction leaping (large interval between two notes) pentatonic</p>	<p>Learning to sing or sing along with nursery rhymes and action songs.</p>	<p>Learn about voices, singing notes of different pitches (high and low).</p> <p>Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.</p> <p>Learn to start and stop singing when following a leader</p>	<p>Learn about voices singing notes of different pitches (high and low).</p> <p>Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).</p> <p>Learn to find a comfortable singing position.</p> <p>Learn to start and stop singing when following a leader.</p>	<p>To sing in unison and in simple two-parts.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To enjoy exploring singing solo.</p> <p>To sing with awareness of being ‘in tune’.</p> <p>To have an awareness of the pulse internally when singing.</p>	<p>To sing in unison and in simple two-parts.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To enjoy exploring singing solo.</p> <p>To sing with awareness of being ‘in tune’.</p> <p>To re-join the song if lost.</p> <p>To listen to the group when singing.</p>	<p>To sing in unison and to sing backing vocals.</p> <p>To enjoy exploring singing solo.</p> <p>To listen to the group when singing.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To experience rapping and solo singing.</p> <p>To listen to each other and be aware of how you fit into the group.</p> <p>To sing with awareness of being ‘in tune’.</p>	<p>To sing in unison and to sing backing vocals.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To experience rapping and solo singing.</p> <p>To listen to each other and be aware of how you fit into the group.</p> <p>To sing with awareness of being ‘in tune’.</p>
<p><b>Playing Instruments</b></p> <p><b>Key vocab:</b></p> <p><b>Tier 1:</b></p> <p><b>Tier 2:</b> beater, tempo Tune, pitch Pulse, chord, ostinato, compose, Duration, Tune, volume, call and response</p> <p><b>Tier 3:</b> cymbal Drum, shaker, steady beat, tambourine, triangle, accompany, chime bar, percussion, recorder, score, Glockenspiel, woodblock, Xylophone, Orchestra, accompaniment castanets</p>	<p>Treat instruments carefully and with respect.</p> <p>Play a tuned instrumental part with the song they perform.</p> <p>Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts.</p> <p>Listen to and follow musical instructions from a leader</p>	<p>Treat instruments carefully and with respect.</p> <p>Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).</p> <p>Play the part in time with the steady pulse.</p> <p>Listen to and follow musical instructions from a leader.</p>	<p>To treat instruments carefully and with respect.</p> <p>Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation.</p> <p>To rehearse and perform their part within the context of the unit song.</p> <p>To listen to and follow musical instructions from a leader.</p>	<p>To treat instruments carefully and with respect.</p> <p>Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation.</p> <p>To rehearse and perform their part within the context of the unit song.</p> <p>To listen to and follow musical instructions from a leader.</p> <p>To experience leading the playing by making sure</p>	<p>Play a musical instrument with the correct technique within the context of the unit song.</p> <p>Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</p> <p>To rehearse and perform their part within the context of the unit song.</p> <p>To listen to and follow musical</p>	<p>Play a musical instrument with the correct technique within the context of the unit song.</p> <p>Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</p> <p>To rehearse and perform their part within the context of the unit song.</p> <p>To listen to and follow musical</p>	

					everyone plays in the playing section of the song.	instructions from a leader.  To lead a rehearsal session	instructions from a leader.  To lead a rehearsal session.
<b>Improvisation</b>	<b>Components (eg specific learning intention)</b>						
Tier 1: Tier 2: Tier 3:  duration phrase pitch pulse recorder score tuned percussion untuned percussion volume,	<b>Improvising leading to playing classroom instruments.</b>	Listen and clap back, then listen and clap your own answer (rhythms of words).  Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.  Take it in turns to improvise using one or two notes.	Listen and clap back, then listen and clap your own answer (rhythms of words).  Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.  Take it in turns to improvise using one or two notes.	Listen and copy back using instruments, two different notes,  Using your instruments, listen and play your own answer using two different notes,  Take it in turns to improvise using three different notes.	Improve using instruments in the context of a song they are learning to perform.  Listen and copy back using instruments, two different notes.  Using your instruments, listen and play your own answer using two different notes,  Improve using three notes	Improve using instruments in the context of a song to be performed.  Copy back using instruments. Use the three notes.  Using instruments, listen and play your own answer using three different notes,  Question and Answer using instruments. Use three notes in your answer.  Improve using three notes.	Improve using instruments in the context of a song to be performed.  Copy back using instruments using three notes.  Play and improvise up to three notes  Question and Answer with instruments using three notes.
<b>Composition</b>	<b>Components (eg specific learning intention)</b>						
Tier 1: Tier 2:  <b>Tier 3:</b> compose, duration, ostinato, percussion, phrase, pitch, pulse score, tuned percussion, untuned percussion, volume	Help to create a simple melody using one, two or three notes.  Learn how the notes of the composition can be written down and changed if necessary.	Help create three simple melodies with the Units using one, three or five different notes.  Learn how the notes of the composition can be written down and changed if necessary.	Help create at least one simple melody using one, three or five different notes.  Plan and create a section of music that can be performed within the context of the unit song.  Talk about how it was created.  Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.  Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)	Help create at least one simple melody using one, three or all five different notes.  Plan and create a section of music that can be performed within the context of the unit song.  Talk about how it was created.  Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.  Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)	Help create at least one simple melody using one, three or all five different notes.  Plan and create a section of music that can be performed within the context of the unit song.  Talk about how it was created.  Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.  Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)	Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the unit song.  Explain the keynote or home note and the structure of the melody.  Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.  Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the unit song.  Explain the keynote or home note and the structure of the melody.  Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.  Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).
<b>Performing</b>	<b>Components (eg specific learning intention)</b>						

<p>Tier 1:</p> <p>Tier 2:</p> <p>Tier 3: compose, duration ostinato, percussion phrase, pitch, pulse, score, tuned percussion, untuned percussionvolume,</p>	<p>Share and perform the learning that has taken place.</p>	<p>Choose a song they have learnt from the scheme and perform it.</p> <p>Add their ideas to the performance.</p> <p>Record the performance and say how they were feeling about it</p>	<p>Choose a song they have learnt from the scheme and perform it.</p> <p>They can add their ideas to the performance.</p> <p>Record the performance and say how they were feeling about it</p>	<p>To choose what to perform and create a programme</p> <p>To communicate the meaning of the words and clearly articulate them.</p> <p>To talk about the best place to be when performing and how to stand or sit.</p> <p>To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p>	<p>To choose what to perform and create a programme.</p> <p>Present a musical performance designed to capture the audience.</p> <p>To communicate the meaning of the words and clearly articulate them.</p> <p>To talk about the best place to be when performing and how to stand or sit.</p> <p>To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p>	<p>To choose what to perform and create a programme.</p> <p>To communicate the meaning of the words and clearly articulate them.</p> <p>To talk about the venue and how to use it to best effect.</p> <p>To record the performance and compare it to a previous performance.</p> <p>To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p>	<p>To choose what to perform and create a programme.</p> <p>To communicate the meaning of the words and clearly articulate them.</p> <p>To talk about the venue and how to use it to best effect.</p> <p>To record the performance and compare it to a previous performance.</p> <p>To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p>
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