

St Columb Minor Academy Music Disciplinary knowledge progression EYFS/KS1/KS2						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Concept 1 Listen and Appraise						
<p>To begin to understand the interrelated dimensions of music.</p> <p>To describe what can be heard using language taught.</p>	<p>To know 5 songs off by heart.</p> <p>To know what the songs are about.</p> <p>To know and recognise the sound and names of some of the instruments they use.</p>	<p>To know five songs off by heart.</p> <p>To know some songs, have a chorus or a response/answer part.</p> <p>To know that songs have a musical style.</p>	<p>To know five songs from memory and who sang them or wrote them.</p> <p>To know the style of the five songs.</p> <p>To choose one song and be able to talk about:</p> <p>Its lyrics: what the song is about</p> <p>Any musical dimensions featured in the song, and where they are used (texture, dynamics,</p>	<p>To know five songs from memory and who sang them or wrote them.</p> <p>To know the style of the five songs. Rhythm, beat, count, instruments, instrument names, high, low. 12</p> <p>To choose one song and be able to talk about:</p> <p>Some of the style indicators of that song (musical characteristics that give the song its style).</p>	<p>To know five songs from memory, who sang or wrote them, when they were written and, if possible, why.</p> <p>To know the style of the five songs and to name other songs from the units in those styles.</p> <p>To choose two or three other songs and be able to talk about:</p> <p>-Some of the style indicators of the songs</p>	<p>To know five songs from memory, who sang or wrote them, when they were written and why.</p> <p>To know the style of the songs and to name other songs from the units in those styles.</p> <p>To choose three or four other songs and be able to talk about:</p> <p>-The style indicators of the songs</p>

**2023 2024 Music Overview**

			<p>tempo, rhythm and pitch)</p> <p>Identify the main sections of the song (introduction, verse, chorus etc.)</p> <p>Name some of the instruments they heard in the song.</p>	<p>The lyrics: what the song is about.</p> <p>Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). Identify the main sections of the song (introduction, verse, chorus etc).</p> <p>Name some of the instruments they heard in the song.</p>	<p>(musical characteristics that give the songs their style).</p> <p>-The lyrics: what the songs are about.</p> <p>-Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch).</p> <p>Identify the main sections of the songs (intro, verse, chorus etc.)</p> <p>Name some of the instruments they heard in the songs.</p>	<p>(musical characteristics that give the songs their style).</p> <p>-The lyrics: what the songs are about.</p> <p>-Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre).</p> <p>Identify the structure of the songs (intro, verse, chorus etc.)</p> <p>Name some of the instruments used in the songs.</p>
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**2023 2024 Music Overview**

					The historical context of the songs. What else was going on at this time?.	The historical context of the songs. What else was going on at this time, musically and historically?  Know and talk about that fact that we each have a musical identity.
<b>Concept 2 Controlling Pulse and Rhythm</b>						
To begin to understand the interrelated dimensions of music i.e: music has a beat, music can be loud or quiet.  To begin to name some instruments and recognise the differences in timbre.	To know that music has a steady pulse, like a heartbeat.  To know that we can create rhythms from words, our names, favourite food, colours and animals.	To know that music has a steady pulse, like a heartbeat.  To know that we can create rhythms from words, our names, favourite food, colours and animals.  Rhythms are different from the steady pulse.  We add high and low sounds,	To know how to find and demonstrate the pulse.  Know the difference between pulse and rhythm.  Know how pulse, rhythm and pitch work together to create a song.  Know that every piece of music has a	To know and be able to talk about: How pulse, rhythm and pitch work together  Pulse: Finding the pulse – the heartbeat of the music Rhythm: the long and short patterns over the pulse  Know the difference	To know and be able to talk about: -How pulse, rhythm and pitch work together.  -Pulse: Finding the pulse – the heartbeat of the music.  -Rhythm: the long and short patterns over the pulse.	To know and be able to talk about: -How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music.  How to keep the internal pulse.  Musical Leadership:

**2023 2024 Music Overview**

		pitch, when we sing and play our instruments.	pulse/steady beat. Know the difference between a musical question and an answer.	between pulse and rhythm  Pitch: High and low sounds that create melodies How to keep the internal pulse  Musical Leadership: creating musical ideas for the group to copy or respond to.	Know the difference between pulse and rhythm.  Pitch: High and low sounds that create melodies.  How to keep the internal pulse.  Musical Leadership: creating musical ideas for the group to copy or respond to.	creating musical ideas for the group to copy or respond to.
`Concept 3 Singing						
	To confidently sing or rap five songs from memory and sing them in unison.	To confidently know and sing five songs from memory.  To know that unison is everyone singing at the same time.	To know and be able to talk about:  Singing in a group can be called a choir  Leader or conductor: A person who	To know and be able to talk about: Singing in a group can be called a choir  Leader or conductor: A person who	To know and be able to talk about:  Singing in a group can be called a choir.  Leader or conductor: A person who	To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.

**2023 2024 Music Overview**

		<p>Songs include other ways of using the voice e.g. rapping (spoken word).</p> <p>To know why we need to warm up our voices.</p>	<p>the choir or group follow</p> <p>Songs can make you feel different things e.g. happy, energetic or sad</p> <p>Singing as part of an ensemble or large group is fun, but that you must listen to each other</p> <p>To know why you must warm up your voice.</p>	<p>the choir or group follow</p> <p>Songs can make you feel different things e.g. happy, energetic or sad</p> <p>Singing as part of an ensemble or large group is fun, but that you must listen to each other</p> <p>Texture: How a solo singer makes a thinner texture than a large group</p> <p>To know why you must warm up your voice.</p>	<p>the choir or group follow.</p> <p>Songs can make you feel different things e.g. happy, energetic or sad.</p> <p>Singing as part of an ensemble or large group is fun, but that you must listen to each other</p> <p>Texture: How a solo singer makes a thinner texture than a large group.</p> <p>To know why you must warm up your voice.</p>	<p>To know about the style of the songs so you can represent the feeling and context to your audience</p> <p>To choose a song and be able to talk about:</p> <p>Its main features</p> <p>Singing in unison, the solo, lead vocal, backing vocals or rapping</p> <p>To know what the song is about and the meaning of the lyrics</p> <p>To know and explain the importance of</p>
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**2023 2024 Music Overview**

						warming up your voice.
Concept 4 Playing Instruments						
<p>To follow some direction in performing as a group and understand how to do this.</p> <p>To have an understanding of how to play a certain instrument correctly.</p>	<p>Learn the names of the notes in their instrumental part from memory or when written down.</p> <p>Learn the names of the instruments they are playing.</p>	<p>Learn the names of the notes in their instrumental part from memory or when written down.</p> <p>Know the names of untuned percussion instruments played in class.</p>	<p>To know and be able to talk about the instruments used in class (e.g. a glockenspiel, a recorder).</p>	<p>To know and be able to talk about: The instruments used in class (e.g. a glockenspiel, recorder or xylophone).</p> <p>Other instruments they might play or be played in a band or orchestra or by their friends.</p>	<p>To know and be able to talk about:</p> <p>The instruments used in class (e.g. a glockenspiel, recorder or xylophone).</p> <p>Other instruments they might play or be played in a band or orchestra or by their friends</p>	<p>To know and be able to talk about:</p> <p>Different ways of writing music down – e.g. staff notation, symbols</p> <p>The notes C, D, E, F, G, A, B + C on the treble stave</p> <p>The instruments they might play or be played in a band or orchestra or by their friends.</p>
Concept 5 Improvisation						

**2023 2024 Music Overview**

	<p>Improvisation is about making up your own tunes on the spot.</p> <p>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>Everyone can improvise!</p>	<p>Improvisation is making up your own tunes on the spot.</p> <p>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>Everyone can improvise, and you can use one or two notes.</p>	<p>To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot.</p> <p>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>To know that using one or two notes confidently is better than using five.</p> <p>To know that if you improvise using the notes</p>	<p>To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot.</p> <p>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>To know that using one or two notes confidently is better than using five</p> <p>To know that if you improvise</p>	<p>To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot.</p> <p>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>To know that using one or two notes confidently is better than using five.</p> <p>To know that if you improvise</p>	<p>To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot.</p> <p>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>To know that using one, two or three notes confidently is better than using five.</p> <p>To know that if you improvise</p>
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**2023 2024 Music Overview**

			you are given, you cannot make a mistake.	using the notes you are given, you cannot make a mistake  To know that you can use some of the riffs you have heard in the challenges in your improvisations.	using the notes you are given, you cannot make a mistake.  To know that you can use some of the riffs you have heard in the challenges in your improvisations	using the notes you are given, you cannot make a mistake  To know that you can use some of the riffs and licks you have learnt in the challenges in your improvisations  To know three well-known improvising musicians.
Concept 6 Composition						
	Composing is like writing a story with music.  Everyone can compose.	Composing is like writing a story with music.  Everyone can compose.	To know and be able to talk about:  A composition: music that is created by you and kept in some way. It's like writing a story. It can be	To know and be able to talk about:  A composition: music that is created by you and kept in some way. It's like writing a story. It can be	To know and be able to talk about:  A composition: music that is created by you and kept in some way. It's like writing a story. It can be	To know and be able to talk about:  A composition: music that is created by you and kept in some way. It's like writing a story. It can be



**2023 2024 Music Overview**

			<p>played or performed again to your friends.</p> <p>Different ways of recording compositions (letter names, symbols, audio etc.)</p>	<p>played or performed again to your friends.</p> <p>Different ways of recording compositions (letter names, symbols, audio etc.)</p>	<p>played or performed again to your friends.</p> <p>Different ways of recording compositions (letter names, symbols, audio etc.)</p>	<p>played or performed again to your friends.</p> <p>A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</p> <p>Notation: recognise the connection between sound and symbol.</p>
<p>Concept 7 Performing</p>						

**2023 2024 Music Overview**

	<p>A performance is sharing music with other people, called an audience.</p>	<p>A performance is sharing music with an audience.</p> <p>A performance can be a special occasion and involve a class, a year group or a whole school.</p> <p>An audience can include your parents and friends.</p>	<p>To know and be able to talk about: Performing is sharing music with other people, an audience.</p> <p>A performance doesn't have to be a drama! It can be to one person or to each other.</p> <p>You need to know and have planned everything that will be performed.</p> <p>You must sing or rap the words clearly and play with confidence.</p> <p>A performance can be a special occasion and</p>	<p>To know and be able to talk about: Performing is sharing music with other people, an audience</p> <p>A performance doesn't have to be a drama! It can be to one person or to each other</p> <p>You need to know and have planned everything that will be performed</p> <p>You must sing or rap the words clearly and play with confidence</p> <p>A performance can be a special occasion and</p>	<p>To know and be able to talk about: Performing is sharing music with other people, an audience.</p> <p>A performance doesn't have to be a drama! It can be to one person or to each other.</p> <p>You need to know and have planned everything that will be performed.</p> <p>You must sing or rap the words clearly and play with confidence.</p> <p>A performance can be a special occasion and</p>	<p>To know and be able to talk about: Performing is sharing music with an audience with belief</p> <p>A performance doesn't have to be a drama! It can be to one person or to each other</p> <p>Everything that will be performed must be planned and learned</p> <p>You must sing or rap the words clearly and play with confidence</p> <p>A performance can be a special occasion and</p>
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**2023 2024 Music Overview**

			<p>involve an audience including of people you don't know.</p> <p>It is planned and different for each occasion.</p> <p>It involves communicating feelings, thoughts and ideas about the song/music.</p>	<p>involve an audience including of people you don't know.</p> <p>It is planned and different for each occasion</p> <p>It involves communicating feelings, thoughts and ideas about the song/music.</p>	<p>involve an audience including of people you don't know.</p> <p>It is planned and different for each occasion</p> <p>It involves communicating feelings, thoughts and ideas about the song/music.</p>	<p>involve an audience including of people you don't know.</p> <p>It is planned and different for each occasion</p> <p>A performance involves communicating ideas, thoughts and feelings about the song/music.</p>
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