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

tempo, rhythm and pitch)  The lyrics: what the song ldentify the main sections of the song (introduction, verse, chorus etc.)  Name some of the song instruments they heard in the song.  The lyrics: what give the songs their songs their style).  Any musical characteristics that give the songs their songs their style).  The lyrics: what the songs of the song song and where they are dynamics, instruments they heard in the song.  The lyrics: what the songs what the songs are about.  The lyrics: what the songs what the songs are about.  The lyrics: what the songs what the songs are about.  The lyrics: what the songs what the songs are about.  The lyrics: what the songs what the songs and dimensions dimensions featured in the songs and songs and songs and songs and where they are used (texture, u
what the song is about.  what the song is about.  what the song is about.  songs their songs their style).  Any musical dimensions of eatured in the song and where they are instruments they heard in the song.  what the song songs their style).  The lyrics:  what the songs what the songs are about.  -The lyrics:  what the songs what the songs are about.  -Any musical dimensions dimensions dimensions featured in the songs and songs and songs and where they are used (texture, where they are used (texture, used (te
Identify the main sections of the song (introduction, verse, chorus etc.)  Name some of the main sections of the song (instruments they heard in the song.  Identify the main sections of the song of the song (introduction, verse, chorus featured in the songs are about.  Name some of the song of the song and where they are used (texture, dynamics, tempo, rhythm and pitch).  Identify the main sections  Identify the songs their style).  Songs their style).  Songs their style).  The lyrics:  What the songs are about.  Any musical dimensions dimensions featured in the songs and where they are used (texture, used
main sections of the song (introduction, verse, chorus etc.)  Name some of the dynamics, instruments they heard in the song.  main sections of the song (introduction, dimensions etc.)  Name some of the song (introduction, dimensions etatured in the song and where they are dynamics, dimensions etatured in the song and pitch).  Identify the main sections style).  style).  style).  -The lyrics: what the songs what the songs are about.  -Any musical dimensions dimensions featured in the songs and where they are used (texture, use
of the song (introduction, verse, chorus etc.)  Name some of the dynamics, instruments they heard in the song.  Interval 1
(introduction, verse, chorus etc.)  Name some of the instruments they heard in the songs.  (introduction, verse, chorus featured in the songs and what the songs are about.  Name some of the dynamics, tempo, rhythm they heard in the songs.  Identify the main sections  -The lyrics: what the songs what the songs are about.  -Any musical dimensions dimensions featured in the songs and where they are used (texture, used (textur
verse, chorus etc.)  Name some of the instruments they heard in the songs.  verse, chorus etc.)  Song and song are about.  where they are used (texture, dynamics, tempo, rhythm and pitch). songs and the songs.  Identify the main sections  what the songs what the songs are about.  -Any musical dimensions dimensions featured in the songs and songs and where they are used (texture,
etc.)  song and where they are used (texture, dynamics, instruments they heard in the song.  song and where they are used (texture, dynamics, tempo, rhythm and pitch). Identify the main sections  are about.  -Any musical dimensions dimensions featured in the songs and songs and where they are used (texture, used (texture,
Name some of the used (texture, dynamics, tempo, rhythm they heard in the song.  where they are used (texture, dynamics, dimensions dimensions tempo, rhythm and pitch). songs and songs and the song.  Identify the where they are used (texture, use
the dynamics, tempo, rhythm featured in the song.  the dynamics, tempo, rhythm and pitch). songs and songs and the song.  Identify the main sections used (texture, used (texture,
instruments they heard in the song.  tempo, rhythm and pitch). Identify the main sections tempo, rhythm songs and songs and where they are used (texture, used (texture,
they heard in the song.  they heard in the song.  Identify the main sections  used (texture, used (texture,
the song. Identify the where they are used (texture, used (texture,
main sections used (texture, used (texture,
of the song dynamics, dynamics,
(introduction, tempo, rhythm tempo,
verse, chorus and pitch). rhythm, pitch
etc). and timbre).
Identify the
Name some of main sections Identify the
the of the songs structure of
instruments (intro, verse, the songs
they heard in chorus etc.) (intro, verse,
the song. chorus etc.)
Name some of
the Name some of
instruments the
they heard in instruments
the songs. used in the
songs.

					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.
		Concept 2	Controlling Pulse	and Rhythm		
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	To know that music has a steady pulse, like a heartbeat.  To know that we can create rhythms from words, our names, favourite	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 how to find and demonstrate the pulse.  Know the difference between pulse and rhythm.  Know how pulse, rhythm and pitch work	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	To know and be able to talk about: -How pulse, rhythm and pitch work togetherPulse: Finding the pulse – the heartbeat of the music.	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.
instruments and recognise the differences in timbre.	food, colours and animals.	Rhythms are different from the steady pulse.  We add high and low sounds,	together to create a song.  Know that every piece of music has a	patterns over the pulse Know the difference	-Rhythm: the long and short patterns over the pulse.	How to keep the internal pulse.  Musical Leadership:

		pitch, when we	pulse/steady	between pulse	Know the	creating		
		sing and play our	beat.	and rhythm	difference	musical ideas		
		instruments.	Know the		between pulse	for the group		
			difference	Pitch: High and	and rhythm.	to copy or		
			between a	low sounds		respond to.		
			musical	that create	Pitch: High and			
			question and	melodies How	low sounds			
			an answer.	to keep the	that create			
				internal pulse	melodies.			
				Musical	How to keep			
				Leadership:	the internal			
				creating	pulse.			
				musical ideas				
				for the group	Musical			
				to copy or	Leadership:			
				respond to.	creating			
					musical ideas			
					for the group			
					to copy or			
			`C		respond to.			
	`Concept 3 Singing							
	To	To confidently	To know and	To know and	To know and	To know and		
	confidently	know and sing five songs from	be able to talk	be able to talk	be able to talk about:	confidently		
	sing or rap	•	about:	about: Singing	about:	sing five songs		
	five songs from	memory.	Singing in a	in a group can be called a	Singing in a	and their parts from memory,		
	memory and	To know that	group can be	choir	group can be	and to sing		
	sing them in	unison is	called a choir	CHOIL	called a choir.	them with a		
	unison.	everyone singing	canea a crion	Leader or	canea a crioii.	strong internal		
	ariisori.	at the same	Leader or	conductor: A	Leader or	pulse.		
		time.	conductor: A	person who	conductor: A	puisc.		
		ciiric.	person who	person who	person who			
L.			person will	1	person will	1		

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

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

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

	1	T		1			
			you are given,	using the notes	using the notes	using the notes	
			you cannot	you are given,	you are given,	you are given,	
			make a	you cannot	you cannot	you cannot	
			mistake.	make a	make a	make a	
				mistake	mistake.	mistake	
				To know that	To know that	To know that	
				you can use	you can use	you can use	
				some of the	some of the	some of the	
				riffs you have	riffs you have	riffs and licks	
				heard in the	heard in the	you have	
				challenges in	challenges in	learnt in the	
				•	_		
				your	your	challenges in	
				improvisations.	improvisations	your	
						improvisations	
						To know three	
						well-known	
						improvising	
						musicians.	
Concept 6 Composition							
	Composing is	Composing is like	To know and	To know and	To know and	To know and	
	like writing a	writing a story	be able to talk				
	story with	with music.	about:	about:	about:	about:	
	music.						
		Everyone can	A composition:	A composition:	A composition:	A composition:	
	Everyone can	compose.	music that is	music that is	music that is	music that is	
	compose.		created by you	created by you	created by you	created by you	
			and kept in	and kept in	and kept in	and kept in	
			some way. It's	some way. It's	some way. It's	some way. It's	
			like writing a	like writing a	like writing a	like writing a	
			story. It can be				

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

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

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