



## Thrapston Primary School Knowledge Progression

Subject area: Music

EFYS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Know some chants, nursery rhymes, action songs, number and counting rhymes and circle songs off by heart.</p> <p>Know how to handle musical instruments, where to hold and play to create the best sound and the best way to play (along with exploring the range of sounds that can be created) e.g. tap, shake, scrape.</p>	<p>Know some simple core songs, chants and rhymes off by heart.</p> <p>Know the names of many percussion instruments they use.</p> <p>Begin to recognise the sound of some of the instruments they use.</p> <p>Know that music has a steady pulse, like a heartbeat.</p> <p>Use key vocabulary to describe sounds / music</p> <p>- loud / quiet</p>	<p>Know some core songs off by heart.</p> <p>Know that unison is everyone singing at the same time.</p> <p>Know that songs have a musical style.</p> <p>Recognise the sound of many of the instruments they use.</p> <p>Know that dynamics is loud / quiet, getting louder / quieter.</p> <p>Know that tempo is fast / slow, getting faster / slower.</p>	<p>Know some core songs off by heart.</p> <p>Begin to know that you must listen to each other when singing in a large group.</p> <p>Begin to recognise some different musical styles.</p> <p>Know the difference between pulse and rhythm.</p> <p>Know how to link each syllable in a word chant to create a musical rhythm.</p>	<p>Know some core songs off by heart.</p> <p>Know what a round is. Know what partner songs are.</p> <p>Name some orchestral instruments taught in school and begin to recognise the sound of some of these.</p> <p>Know that you must listen to each other when singing in a large group.</p> <p>Recognise some different musical styles.</p>	<p>Know some core songs off by heart.</p> <p>Know the importance of warming up your voice when singing.</p> <p>Know the names of many instruments taught in school and recognise the sound of these.</p> <p>Recognise a range of different musical styles.</p> <p>Name key instruments used in Samba and recognise the sound they make.</p>	<p>Know some core songs off by heart.</p> <p>Name a range of instruments that are played in school, bands and in orchestras.</p> <p>Describe style indicators (musical characteristics that give the songs their style) of a range of songs.</p> <p>Know how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music.</p>

<p>Know the names of some percussion instruments they use.</p> <p>Begin to know that music has a steady pulse, like a heartbeat.</p> <p>Begin to use key vocabulary to describe sounds / music</p> <ul style="list-style-type: none"> <li>- loud / quiet</li> <li>- fast / slow</li> <li>- short / long</li> <li>- high / low</li> </ul>	<ul style="list-style-type: none"> <li>- fast / slow</li> <li>- short / long</li> <li>- high / low</li> </ul> <p>Begin to use</p> <ul style="list-style-type: none"> <li>- louder / quieter</li> <li>- faster / slower</li> <li>- higher / lower</li> </ul> <p>Begin to know that rhythm is the pattern of long and short sounds.</p> <p>Know that we can create rhythms from words and phrases.</p> <p>Begin to know that pitch is high and low sounds.</p> <p>Discriminate between obvious differences in pitch.</p> <p>Begin to know that a drone is a pitched note played continuously</p>	<p>Know that rhythm is the pattern of long and short sounds.</p> <p>Know that rhythms are different from the steady pulse.</p> <p>Know that pitch is high and low sounds.</p> <p>Begin to know that timbre is the tone quality of the sound i.e. smooth, scratchy, warm, dull...</p> <p>Identify the beat groupings in familiar music they sing regularly and listen to (in 2 / in 3).</p> <p>Know that a drone is a pitched note played continuously throughout a piece of music.</p> <p>Begin to know that an ostinato is a short repeated</p>	<p>Be able to talk about how to play a glockenspiel.</p> <p>Know that musical notes have letter names.</p> <p>Know that timbre is the tone quality of the sound i.e. smooth, scratchy, warm, dull...</p> <p>Begin to describe musical texture (layers of sound).</p> <p>Know that an ostinato is a short repeated rhythmic pattern or melodic shapes.</p> <p>Know that everyone can improvise.</p> <p>Know that improvisation is making up your own music on the spot and it is not written down.</p>	<p>Know how pulse, rhythm and pitch work together to create a song.</p> <p>Know that rests can be used to good effect in music.</p> <p>Begin to know that music has a time signature.</p> <p>Begin to recognise the downbeat in pieces of music.</p> <p>Describe musical texture (layers of sound).</p> <p>Know how a solo singer makes a thinner texture than a larger group.</p> <p>Know that using two or three notes confidently in an improvisation is better than using five.</p>	<p>Identify the key features of Samba music.</p> <p>Know that music has a time signature.</p> <p>Recognise the downbeat in pieces of music.</p> <p>Understand the differences between 2/4, 3/4 and 4/4 time signatures.</p> <p>Begin to know that a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure.</p> <p>Recognise the treble clef.</p> <p>Recognise how written music is split into bars with a bar line.</p>	<p>Identify different time signatures in pieces of music (2/4, 3/4 and 4/4).</p> <p>Know that a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure.</p> <p>Further understand the differences between semibreves, minims, crotchets, quavers and semi quavers and their equivalent rests.</p> <p>Be able to read and perform (with more confidence) pitch notation within an octave (e.g. C - C / do - do).</p> <p>Recognise that music comes from different periods in history, name and</p>
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	<p>throughout a piece of music.</p> <p>Begin to know that everyone can compose and that it is like writing a story with music.</p> <p>Begin to know that music can be written down by using pictures to match sounds they have made.</p>	<p>rhythmic pattern or melodic shapes.</p> <p>Begin to know that everyone can improvise.</p> <p>Begin to know that improvisation is making up your own music on the spot and it is not written down.</p> <p>Know that the structure is the overall plan of the piece of music.</p> <p>Know that everyone can compose and that it is like writing a story with music.</p> <p>Know that a composer is someone who writes music.</p> <p>Know that music can be written down by using pictures and other notation to</p>	<p>Begin to know that there are different ways of recording compositions (graphic score, letter names, formal notation).</p> <p>Begin to recognise the musical staff / stave (lines and spaces) and clef.</p> <p>Begin to recognise crotchets and paired quavers and understand the differences between them.</p> <p>Know how to show higher and lower pitch using dot notation.</p> <p>Know how to order dot notation phrases by listening.</p> <p>Begin to recognise that music comes</p>	<p>Know that there are different ways of recording compositions (graphic score, letter names, rhythm notation, formal staff notation).</p> <p>Recognise the musical staff / stave.</p> <p>Recognise and understand the differences between minims, crotchets, paired quavers and rests.</p> <p>Be able to read and perform pitch notation (between for example, C - G / do - so).</p> <p>Know that there are major and minor chords and begin to recognise their</p>	<p>Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semi quavers.</p> <p>Be able to read and perform pitch notation within an octave (e.g. C - C / do - do).</p> <p>Understand how triads (a 3 note chord) are formed.</p> <p>Recognise that music comes from different periods in history and name some of these periods (Early music, Baroque, Classical, Romantic, 20<sup>th</sup> Century, Contemporary).</p>	<p>sequence these periods (Early music, Baroque, Classical, Romantic, 20<sup>th</sup> Century, Contemporary).</p>
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		<p>match sounds they have made.</p> <p>Know stick notation including crotchets, quavers and crotchet rests.</p> <p>Recognise dot notation and be able to match to 3 note tunes played on tuned percussion.</p> <p>Show music's structure through their use of a graphic score.</p>	<p>from different periods in history.</p>	<p>sounds (typically happy / sad).</p> <p>Recognise that music comes from different periods in history and begin to name some of these periods.</p>		
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