Sample Music Progression - Knowledge and skills.						
Knowledge Progression	School Link	EYFS	KS1	LKS2	UKS2	KS3
Listen with concentration and understanding to a range of high-quality live and recorded music	Listen and appraise - Learning	To know twenty nursery rhymes off by heart . Pat-a-cake•1, 2, 3, 4, 5, Once I Caught A Fish Alive •This Old Man• Five Little Ducks• I'm A Little Teapot• The Grand Old Duke Of York• Ring O' Roses• Hickory Dickory Dock• Wind The Bobbin Up• Rock-a-bye Baby• Five Little Monkeys Jumping On The Bed• Twinkle Twinkle• If You're Happy And You Know It• Head, Shoulders, Knees And Toes• Old Macdonald• Incy Wincy Spider• Baa Baa Black Sheep• Row, Row, Row Your Boat• The Wheels On The Bus• The Hokey Cokey) • To know the stories of some of the nursery rhymes.o learn that music can toucly your feelings.	To know 5 songs off by heart (Year A - Hey you, Rhythm in the Way we walk OR Banana Rap, In the groove, Round and Round, Your imaginationYear B - (Hands,Feet,Heart, Ho Ho Ho, I wanna play in a band, Zootime, Friendship Song) • To know what the songs are about. • To know and recognise the sound and names of some of the instruments they use. • To know some songs have a chorus or a response/answer part. • To know that songs have a musical style.	 (Year A - Let Your Spirit Fly, Three Little Birds, The dragon Song, Bringing us together. Year B - Mamma Mia, Stop! Lean on Me, Blackbird) ◆ To choose one song and be able to talk about: 	 To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? Know and ta about that fact that we each have a musical identity (Year A - Livin' on a prayer, Three Note Bossa, Make you Feel My Love, The Fresh Prince of Bel Air, Dancing in the Street. Year B - Happy, Bacharach Anorak, Meet the Blues, A New Year Carol, You've got a friend). 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: Some of the style indicators of the songs (musical characteristics that give the songs their style) The lyrics: what the songs are about Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) Identify the main sections of the songs (intro, verse, chorus etc.) Name some of the instruments they heard in the songs The historical context of the songs. What else was going on at this time musically and historically? Know and talk about the fact that we each have a musical identity. 	I can name basic music terminology. I can name basic music terminology. I can identify moments in his own or others' performance which were successful and suggest improvements using some subject-specific language accurately. I can begin identifying rhythmic notation (crochets, quavers). I understand how to form, identify the notes of and play major and minor chords on an instrument. I can identify notes on the keyboard or another instrument without assistance.
Listen with concentration and understanding to a range of high-quality live and recorded music	1b Listen and appraise - skills	 ◆To learn that music can touch your feelings. ◆ To enjoy moving to music by dancing, marching, being animals or Pop stars 	 To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. To learn how songs can tell a story or describe an idea. 	 Talk about the music and how it makes them feel. Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words (pulse, rhythm, pitch, dynamics, tempo, 	 To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. Use musical words when talking about the songs. To talk about the musical dimensions working together in the Unit songs. (pulse, rhythm, pitch, dynamics, tempo, structure, texture, timbre) Talk about the music and how it makes you feel, using musical language to describe the music. 	Highlight his keen understanding of music through his analytical approach and sophisticated musical vocabulary using verbal responses and written analyses. Accurately notate what he hears (for example can hear a melody and write its rhythm and pitch accurately on a treble or bass clef staff) Understand how to form, identify the notes of and play major, minor, chromatic and pentatonic scales on an instrument.