



Music

Yearly progression (including Yr3)

	Reception	Year 1	Year 2	Year 3
Listening				
Substantive Knowledge	<ul style="list-style-type: none"> To know how to listen carefully to different sounds. To know how to listen to different types of music. To know how to say whether I like or dislike a piece of music. 	<ul style="list-style-type: none"> To know how to respond to different moods in music. To know how to say whether I like or dislike a piece of music and why. 	<ul style="list-style-type: none"> To know how to listen out for particular things when listening to music. To know how to create music in response to different starting points. 	<ul style="list-style-type: none"> To know how to share your thoughts and feelings about the music together. To know how to talk about what the song or piece of music means. To know how to identify some instruments you can hear playing and different styles of music. To know how to talk about what the song means and why it was chosen to share. To know how to reflect on feelings about sharing and performing, eg excitement, nerves, enjoyment.
Singing Performing/instrumental Performance				
Substantive Knowledge	<ul style="list-style-type: none"> To know rhymes and chants. To know that instruments are played in different ways. To know how to describe the sounds an instrument makes. 	<ul style="list-style-type: none"> To know how to make different sounds with my voice. To know how to follow instructions about when to sing. To know how to follow instructions about when to play and sing. 	<ul style="list-style-type: none"> To know how to perform simple patterns and accompaniments keeping a steady pulse. To know how to make connections between notations and musical sounds. 	<ul style="list-style-type: none"> To know non-standard and explore standard notation. To know that in order to perform a piece of music it must be rehearsed, so it can be performed confidently. To know how to identify beats in a bar.
Composing				
Substantive Knowledge	<ul style="list-style-type: none"> To be able to give simple descriptions of different 	<ul style="list-style-type: none"> To know how to make different sounds with 	<ul style="list-style-type: none"> To know how to order sounds to create a 	<ul style="list-style-type: none"> To know how to order sounds to create a

	<p>sounds (e.g. loud, quiet, high, low).</p> <ul style="list-style-type: none"> To know how to identify different sounds. 	<p>my voice and with instruments.</p>	<p>beginning, middle and an end.</p> <ul style="list-style-type: none"> To know how to improve my own work. To know how to choose sounds which create an effect. 	<p>beginning, middle and an end.</p> <ul style="list-style-type: none"> To know how to use symbols to represent sounds.
Disciplinary Knowledge (Skills)	<ul style="list-style-type: none"> To know how to clap a simple beat. To be able to explore with a range of instruments To know how to change my voice (E.g. loud, quiet, high, low). To know how to use my voice to sing. 	<ul style="list-style-type: none"> To know how to use my voice to speak, sing and chant. To know how to repeat short rhythmic patterns and melodic patterns. To know how to choose sounds to represent different things. To know how to make a sequence of sounds. To know how to use instruments to perform. To know how to clap short rhythmic patterns 	<ul style="list-style-type: none"> To know how to sing and perform a melody individually or as part of a collective. To know how to sing or clap increasing and decreasing tempo. To know how to play simple rhythmic patterns on an instrument. To know a range of songs including unison songs and call and response. To know how to practise, rehearse and share a song that has been learned in the lesson. 	<ul style="list-style-type: none"> To know how to use body percussion, instruments, and voices. To know how to find and keep a steady beat. To know how to copy back and improvise simple rhythmic and melodic patterns. To know how to demonstrate good singing posture. To know how to sing as part of a choir. To know a range of songs including unison songs, call and response, partner songs of varying styles and structures. To know how to rehearse and learn to play a simple melodic instrumental part by ear or from notation. To know how to apply spoken word to rhythms,

				<p>understanding how to link each syllable to one musical note.</p> <ul style="list-style-type: none"> • To know how to explore improvisation and composition within a major scale using voices, tuned and untuned instruments. • To know how to practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence. • To know how to create music and/or sound effects in response to music and video stimulus using music technology.
Vocab	Pitch, Beat/Pulse, Call and response, Verse and chorus, Tempo, Ensemble	Vocal balance, Unison, Untuned instruments, Structure, Solo, Rhythm,	Partner songs, Melodic phrase, Harmony, Ensemble, Duet, Crescendo, Genre.	Rest, semibreves, minims, crotchets, paired quavers, Stave, Treble clef, Time signature, dynamics, composing, p= quiet, f= loud, < = crescendo, > = diminuendo, conductor, rehearse