

## SKILLS AND KNOWLEDGE PROGRESSION IN Music


	Controlling sounds through singing and playing <b>(Performing)</b>	Create and develop musical ideas <b>(Composing)</b>	Respond and reviewing <b>(Appraising)</b>	Listen, understand and appreciate a range of music. <b>Apply knowledge and understanding.</b>	Study of a musician
<b>Year 1</b>	<p>To Use voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play untuned instruments musically.</p> <p>Have the opportunity to learn a musical instrument.</p> <p>Follow instructions on how and when to play to sing or play an instrument.</p> <p>Imitate changes in pitch (high and low)</p> <p>Make and control long and short sounds, using voices and instruments.</p> <p>To Take notice of others when performing.</p> <p>With help, clap longer rhythms.</p> <p>To Experiment with, create, select, and combine sounds using the inter-related dimensions of music.</p> <p>Perform, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of great composers and musicians.</p>	<p>Make a sequence of long and short sounds with help.</p> <p>With help, clap longer rhythms.</p> <p>Make sounds that are different (loud and quiet, high and low etc)</p> <p>Create, select and combine sounds using inter-related dimensions of music</p>	<p>Choose sounds to represent different things (ideas, thoughts, feelings, moods etc)</p> <p>Show that they can hear different moods in music.</p>	<p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Listen to, and evaluate music across a range of historical periods, genres, styles and traditions, including the works of great composers and musicians.</p> <p>Respond to different moods in music</p> <p>Know how some sounds are made and changed.</p> <p>Use voice in different ways to create different effects.</p> <p>Listen out for different sounds</p>	<p><u>Modern:</u> The music workshop company (various workshops, including links to topics.) Examples or topics include:</p> <p>Animals Christmas Being Green Nature</p> <p>Old School Hip Hop:  <ul style="list-style-type: none"> <li>• Hey You! by Joanna Mangona</li> <li>• Me, Myself And I by De La Soul</li> <li>• Fresh Prince Of Bel-Air by Will Smith</li> <li>• Rapper's Delight by The Sugarhill Gang</li> <li>• U Can't Touch This by MC Hammer</li> <li>• It's Like That by Run DMC</li> </ul> </p> <p>Mixed styles:  <ul style="list-style-type: none"> <li>• Rhythm In The Way We Walk by Joanna Mangona (Reggae)</li> <li>• The Planets, Mars by Gustav Holst (Classical)</li> <li>• Tubular Bells by Mike Oldfield (Pop)</li> <li>• The Banana Rap by Jane Sebba (Hip Hop)</li> <li>• Happy by Pharrell Williams (Pop)</li> <li>• When I'm 64 by The Beatles (Pop)</li> </ul> </p> <p>Mixed styles:  <ul style="list-style-type: none"> <li>• In The Groove by Joanna Mangona (Blues, Baroque, Latin, Bhangra, Folk and Funk).</li> <li>• How Blue Can You Get by B.B. King (Blues)</li> <li>• Let The Bright Seraphim by Handel (Baroque)</li> <li>• Livin' La Vida Loca by Ricky Martin (Latin/Pop)</li> <li>• Jai Ho by J.R. Rahman (Bhangra/Bollywood)</li> <li>• Lord Of The Dance by Ronan Hardiman (Irish)</li> <li>• Diggin' On James Brown by Tower Of Power (Funk)</li> </ul> </p> <p>Latin and Mixed Styles:  <ul style="list-style-type: none"> <li>• Round And Round (Bossa Nova)</li> <li>• Livin' La Vida Loca by Ricky Martin (Latin/Pop)</li> <li>• Imperial War March by John Williams (Film)</li> <li>• It Had Better Be Tonight by Michael Bubl� (Latin/Big Band)</li> <li>• Why Don't You by Gramophonedzie (Big Band/Dance)</li> <li>• Oya Como Va by Santana (Latin/Jazz)</li> </ul> </p> <p>Mixed styles and listening to songs/music about using your imagination:  <ul style="list-style-type: none"> <li>• Your Imagination by Joanna Mangona and Pete Readman</li> <li>• Supercalifragilisticexpialidocious from Mary Poppins</li> <li>• Pure Imagination from Willy Wonka &amp; The Chocolate Factory soundtrack</li> <li>• Daydream Believer by The Monkees</li> <li>• Rainbow Connection from The Muppet Movie</li> <li>• A Whole New World from Aladdin</li> </ul> </p>

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<b>Year 2</b>	<p>Take part in singing songs, following the tune (melody) well.</p> <p>Use voice to good effect.</p> <p>Play untuned instruments musically.</p> <p>Have the opportunity to learn a musical instrument.</p> <p>Perform with others, taking instructions from the leader.</p> <p>Make and control long and short sounds using voices and instruments.</p> <p>Perform, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of great composers and musicians.</p>	<p>Carefully choose sounds to achieve an effect.</p> <p>Create short musical patterns.</p> <p>Create short rhythmic phrases.</p> <p>Show control when playing a musical instrument so that they sound as they should.</p> <p>Use changes in pitch to communicate an idea</p>	<p>Choose sounds to represent different things (ideas, thoughts, feelings, moods etc)</p> <p>Show that they can hear different moods in music.</p> <p>Identify a beat in music</p> <p>Recognise changes in timbre, dynamics and pitch.</p>	<p>Listen carefully and recall short rhythmic and melodic patterns.</p> <p>Know that music can be played or listened to for a variety of purposes (including throughout history and in different cultures)</p> <p>Use voice in different ways to create different effects.</p>	<p><u>Modern:</u></p> <p>The music workshop company (various workshops, including links to topics.) Examples or topics include: Pirates</p> <p>South African music :Hands, Feet, Heart by Joanna Mangona ●The Click Song sung by Miriam Makeba ●The Lion Sleeps Tonight sung by Soweto Gospel Choir ●Bring Him Back by Hugh Masekela ●You Can Call Me Al by Paul Simon ●Hiokoloza by Arthur Mofokate</p> <p>Mixed styles: Ho Ho Ho by Joanna Mangona (Christmas) ● Blame It On The Boogie by The Jackson 5 (Pop) ● Bring Him Back Home (Nelson Mandela) by Hugh Masekela (Freedom) ● Suspicious Minds by Elvis Presley (Pop) ● Sir Duke by Stevie Wonder (Funk) ● Fly Me To The Moon by Frank Sinatra (Big Band/Jazz)</p> <p>Rock music and movement: ● We Will Rock You by Queen ● Smoke On The Water by Deep Purple ● Rockin' All Over The World by Status Quo ● Johnny B.Goode by Chuck Berry ● I Saw Her Standing There by The Beatles</p> <p>Reggae music: ● Kingston Town by UB40 ● Shine by ASWAD ● IGY by Donald Fagen ● Feel Like Jumping by Marcia Griffiths ● I Can See Clearly Now by Jimmy Cliff</p> <p>Mixed styles: ● Friendship Song by Joanna Mangona and Pete Readman ● Count On Me by Bruno Mars ● We Go Together (from Grease soundtrack) ● You Give A Little Love from Buggy Malone ● That's What Friends Are For by Gladys Knight, Stevie Wonder, Dionne Warwick with Elton John ● You've Got A Friend In Me by Randy Newman</p>



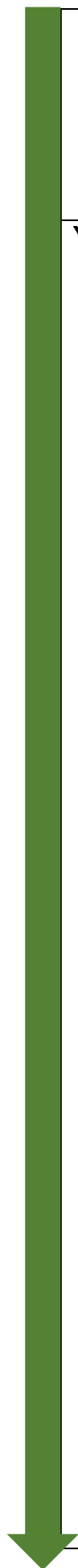
	<b>Controlling sounds through singing and playing</b> <b>(Performing)</b>	<b>Create and develop musical ideas</b> <b>(Composing)</b>	<b>Respond and reviewing</b> <b>(Appraising)</b>	<b>Listen, understand and appreciate a range of music.</b> <b>Apply knowledge and understanding.</b>	<b>Study of a musician</b>
<b>Year 3</b>	<p>Sing songs from memory, with accurate pitch.</p> <p>Use voice to good effect, singing in tune.</p> <p>Maintain a simple part within a group.</p> <p>Play untuned instruments musically.</p> <p>Perform with others, taking instructions from the leader.</p> <p>Have the opportunity to learn a musical instrument.</p> <p>Make and control long and short sounds using voices and instruments.</p> <p>Perform, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of great composers and musicians.</p>	<p>Carefully choose sounds to achieve an effect (including use of ICT).</p> <p>Order sounds to help create an effect.</p> <p>Create short musical patterns.</p> <p>Create a sequence of long and short sounds</p> <p>Create short rhythmic phrases.</p> <p>Show control when playing a musical instrument so that they sound as they should.</p> <p>Use changes in pitch to communicate an idea</p>	<p>Choose sounds to represent different things (ideas, thoughts, feelings, moods etc)</p> <p>Show that they can hear different moods in music.</p> <p>Identify a beat in music</p> <p>Begin to recognise changes in timbre, dynamics and pitch.</p>	<p>Listen carefully and recall short rhythmic and melodic patterns.</p> <p>Use knowledge of dynamics, timbre and pitch to organise music.</p> <p>Know how sounds can be made and changed to suit a situation.</p> <p>Make signs and symbols to record music.</p> <p>Know that music can be played or listened to for a variety of purposes (including throughout history and in different cultures)</p>	<p><u>Modern:</u></p> <p>The music workshop company (various workshops, including links to topics.) Examples or topics include:</p> <p>Stone Age</p> <p>Mixed styles:</p> <ul style="list-style-type: none"> <li>• Let Your Spirit Fly by Joanna Mangona (RnB)</li> <li>• Please choose your own song/piece here</li> <li>• Colonel Bogey March by Kenneth Alford (Film)</li> <li>• Consider Yourself from the musical 'Oliver!' (Musicals)</li> <li>• Ain't No Mountain High Enough by Marvin Gaye (Motown)</li> <li>• You're The First, The Last, My Everything by Barry White (Soul)</li> </ul> <p>Reggae music:</p> <ul style="list-style-type: none"> <li>• Three Little Birds by Bob Marley</li> <li>• Jamming by Bob Marley</li> <li>• Small People by Ziggy Marley</li> <li>• 54-56 Was My Number by Toots and The Maytals</li> <li>• Ram Goat Liver by Pluto Shervington</li> <li>• Our Day Will Come by Amy Winehouse</li> </ul> <p>Music from around the world:</p> <ul style="list-style-type: none"> <li>• The Dragon Song by Joanna Mangona and Pete Readman</li> <li>• Birdsong - Chinese Folk Music</li> <li>• Vaishnava Java - A Hindu Song</li> <li>• A Turkish Traditional Tune</li> <li>• Aitutaki Drum Dance from Polynesia</li> <li>• Zebaidir Song from Sudan</li> </ul> <p>Disco music:</p> <ul style="list-style-type: none"> <li>• Bringing Us Together by Joanna Mangona and Pete Readman</li> <li>• Good Times by Nile Rodgers</li> <li>• Ain't Nobody by Chaka Khan</li> <li>• We Are Family by Sister Sledge</li> <li>• Ain't No Stopping Us Now by McFadden and Whitehead</li> <li>• Car Wash by Rose Royce</li> </ul>





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<b>Year 4</b>	<p>Sing songs from memory with accurate pitch</p> <p>Sing in tune</p> <p>Maintain a simple part within a group.</p> <p>Understand the importance of pronouncing the words in a song well.</p> <p>When singing, show control of voice.</p> <p>Play notes o instruments with care so that they sound clear.</p> <p>Perform with control and awareness of what other in the group are singing or playing.</p>	<p>Compose and perform melodies and songs (including using ICT)</p> <p>Use sound to create abstract effects.</p> <p>Recognise and create repeated patterns with a range of instruments.</p> <p>Create accompaniments for own tunes.</p> <p>Accompaniments to use drones or melodic ostinati (based on a pentonic scale)</p> <p>Carefully choose, order, combine and control sounds with an awareness of their combined effect.</p>	<p>Describe music using words such as duration, timbre, pitch, beat, tempo and texture.</p> <p>Use these words to identify where their music works well and how it can be improved.</p> <p>Listen to several layers of sound and talk about the effect on the mood and feelings.</p>	<p>Recognise how musical elements can be used together to compose music.</p> <p>Know how many beats in a minim, crotchet and semibreve and recognise their symbols</p> <p>Know the symbol for a rest in music, and use silence for affect.</p> <p>Describe the different purposes of music throughout history and in other cultures.</p> <p>Know that the sense of occasion affects the performance.</p>	<p><u>Modern:</u></p> <p>The music workshop company (various workshops, including links to topics.) Examples or topics include:</p> <p>Tudor England Ancient Egypt</p> <p>ABBA's music:</p> <ul style="list-style-type: none"> <li>• Mamma Mia by ABBA</li> <li>• Dancing Queen by ABBA</li> <li>• The Winner Takes It All by ABBA</li> <li>• Waterloo by ABBA</li> <li>• Super Trouper by ABBA</li> <li>• Thank You For The Music by ABBA</li> </ul> <p>Mixed styles:</p> <ul style="list-style-type: none"> <li>• Stop! By joanna mangona (Grime)</li> <li>• Gotta Be Me performed by Secret Agent 23 Skidoo (Hip Hop)</li> <li>• Radetzky March by Strauss (Classical)</li> <li>• Ho Gaya Sharabi by Panjabi MC (Bhangra and Hip Hop)</li> <li>• Libertango by Astor Piazzolla (Tango)</li> <li>• Mas Que Nada performed by Sergio Mendes and the Black Eyed Peas (Bossa Nova and Hip Hop)</li> </ul> <p>Gospel/links to Religious music:</p> <ul style="list-style-type: none"> <li>• Lean On Me by Bill Withers (Soul)</li> <li>• Lean On Me by The ACM Gospel Choir (Gospel)</li> <li>• Shackles by Mary Mary (Gospel)</li> <li>• Amazing Grace by Elvis Presley (Gospel)</li> <li>• Ode To Joy Symphony No 9 by Beethoven (Romantic - Western Classical)</li> <li>• He Still Loves Me by Walter Williams and Beyoncé (Gospel)</li> </ul> <p>The Beatles songs:</p> <ul style="list-style-type: none"> <li>• Blackbird by The Beatles</li> <li>• Yellow Submarine by The Beatles</li> <li>• Hey Jude by The Beatles</li> <li>• Can't Buy Me Love by The Beatles</li> <li>• Yesterday by The Beatles</li> <li>• Let It Be by The Beatles</li> </ul>

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<b>Year 5</b>	<p>Sing in tune</p> <p>Breathe well and pronounce words, change pitch and show control of singing</p> <p>Perform songs with an awareness of the meaning of the words.</p> <p>Be able to play and perform in solo and ensemble contexts.</p> <p>Hold their part in a round</p> <p>Perform songs in a way that reflects their meaning and the occasion.</p> <p>I can play an accompaniment on an instrument (e.g. glockenspiel, bass drum or cymbal)</p>	<p>Know how to make creative use of the way sounds can be changed, organised and controlled (including ICT)</p> <p>Create own songs</p> <p>Create rhythmic patterns with an awareness of timbre and duration.</p> <p>Create music which reflects given intensions and uses notations as a support for performance.</p> <p>Identify where to place emphasis and accents in a song to create effects</p>	<p>Use a range of words to describe music (e.g. pitch, duration, dynamics, tempo, timbre, texture and silence)</p> <p>Describe own music using musical words and use this to identify strengths and weaknesses in own music.</p>	<p>Combine sounds expressively</p> <p>Create songs with an understanding of the relationship between lyrics and melody.</p> <p>Know and begin to use the standard notation of crotchet, minim and semibreve and indicate how many beats to play.</p> <p>Begin to develop and understand the history of music.</p>	<p><u>Modern:</u></p> <p>The music workshop company (various workshops, including links to topics.) Examples or topics include:</p> <p>Victorians</p> <p>Rock anthems:</p> <ul style="list-style-type: none"> <li>• We Will Rock You by Queen</li> <li>• Smoke On The Water by Deep Purple</li> <li>• Rockin' All Over The World by Status Quo</li> <li>• Johnny B.Goode by Chuck Berry</li> <li>• I Saw Her Standing There by The Beatles</li> </ul> <p>Pop ballads:</p> <ul style="list-style-type: none"> <li>• Make You Feel My Love by Bob Dylan - Adele version</li> <li>• Make You Feel My Love - Bob Dylan version</li> <li>• So Amazing by Luther Vandross</li> <li>• Hello by Lionel Richie</li> <li>• The Way You Look Tonight by Jerome Kern</li> <li>• Love Me Tender by Elvis Presley</li> </ul> <p>Old School Hip Hop:</p> <ul style="list-style-type: none"> <li>• Fresh Prince Of Bel-Air by Will Smith</li> <li>• Me, Myself And I by De La Soul</li> <li>• Ready Or Not by The Fugees</li> <li>• Rapper's Delight by The Sugarhill Gang</li> <li>• U Can't Touch This by MC Hammer</li> <li>• It's Like That by Run DMC</li> </ul> <p>Motown:</p> <ul style="list-style-type: none"> <li>• Dancing In The Street by Martha And The Vandellas</li> <li>• I Can't Help Myself (Sugar Pie Honey Bunch) by The Four Tops</li> <li>• I Heard It Through The Grapevine by Marvin Gaye</li> <li>• Ain't No Mountain High Enough by Marvin Gaye and Tammi Terrell</li> <li>• You Are The Sunshine Of My Life by Stevie Wonder</li> <li>• The Tracks Of My Tears by Smokey Robinson And The Miracles</li> </ul>



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<b>Year 6</b>	<p>Sing songs in tune</p> <p>Breathe well and pronounce words, change pitch and show control of singing</p> <p>Perform songs with an awareness of the meaning of the words</p> <p>Hold their part in a round</p> <p>Be able to play and perform in solo and ensemble contexts.</p> <p>Perform songs in a way that reflects their meaning and the occasion.</p> <p>I can sustain a drone or melodic ostinato to accompany singing.</p> <p>I can play an accompaniment on an instrument (e.g. glockenspiel, bass drum or cymbal)</p> <p>I can improvise within a group.</p> <p>I sing or play from memory with confidence</p>	<p>Know how to make creative use of the way sounds can be changed, organised and controlled (including ICT)</p> <p>Create own songs</p> <p>Create rhythmic patterns with an awareness of timbre and duration.</p> <p>Create music which reflects given intensions and uses notations as a support for performance.</p> <p>Identify where to place emphasis and accents in a song to create effects.</p>	<p>Use a range of words to describe music (e.g. pitch, duration, dynamics, tempo, timbre, texture and silence)</p> <p>Describe own music using musical words and use this to identify strengths and weaknesses in own music.</p>	<p>Combine sounds expressively</p> <p>Create songs with an understanding of the relationship between lyrics and melody.</p> <p>Know and use the standard notation of crotchet, minim and semibreve and indicate how many beats to play.</p> <p>Read the musical staff and work out the notes EGBDF and FACE.</p> <p>Be able to draw a treble clef at the correct position on the staff.</p> <p>Use the venue and sense of occasion to create performances that are well appreciated by the audience.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop and understand the history of music.</p>	<p><u>Modern:</u></p> <p>The music workshop company (various workshops, including links to topics.)</p> <p>Natural History</p> <p>Music that makes you happy!</p> <ul style="list-style-type: none"> <li>• Happy by Pharrell Williams</li> <li>• Top Of The World by The Carpenters</li> <li>• Don't Worry, Be Happy by Bobby McFerrin</li> <li>• Walking On Sunshine by Katrina And The Waves</li> <li>• When You're Smiling by Frank Sinatra</li> <li>• Love Will Save The Day by Brendan Reilly</li> </ul> <p>Carole King's music - her life as a composer. Friendship:</p> <ul style="list-style-type: none"> <li>• You've Got A Friend by Carole King</li> <li>• The Loco-Motion sung by Little Eva, written by Carole King</li> <li>• One Fine Day sung by The Chiffons, written by Carole King</li> <li>• Up On The Roof sung by The Drifters, written by Carole King</li> <li>• Will You Still Love Me Tomorrow by Carole King</li> <li>• (You Make Me Feel Like) A Natural Woman by Carole King</li> </ul>

# EYFS

## Expressive Arts and Design

### 30-50 months

- Enjoys joining in with dancing and ring games
- Sings a few familiar songs.
- Begins to build a repertoire of songs and dances

### Early Learning Goals

- Children sing songs, make music and dance, and experiment with ways of changing them.