

# Oakfield Primary School Progression in Knowledge in Music

Year group	Listening	Composing	Performing	Recording and Musical Notation
Nursery	To begin to know how to listen. To begin to know what it means to listen. To begin to know how to listen to sounds, chants, songs and rhymes.	To begin to know how to copy an adult sound. e.g: tapping legs.	To begin to know what it means to sing. To begin to know how to sing a simple song. e.g. a nursery rhyme with support from an adult.	To begin to know how to make a sound when shown a given image or symbol.
Reception	To know how to listen. To know how to listen to sounds, chants, songs and rhymes.	To know how to copy an adults sound. To begin to know how to clap. To begin to know how to copy a clapping sequence.	To begin to know what it means to project your voice. To begin to know how to project your voice for others to hear. To begin to know how to take part in singing, rhyming, clapping with others.	To know how to respond to music/sounds when given symbols or images.
Year 1	To know what a tempo is. To know what a beat is. To know how to identify a beat and a tempo. To know what it means to concentrate. To listen with concentration. To know what timbre means in music. To know what dynamic means in music. To know what pitch means in music. To be able to recognise changes in timbre, dynamic and pitch. To know how to show respect when listening to music. To know how to listen to music from other cultures and times with concentration and respect.	To know how to clap. To know what a rhythm is. To know how to clap rhythms. To know what a sequence is. To know the different sounds a clap can make. To know how to sequence sounds, such as a clap, to create an overall effect. To know what a phrase is in music. To know how to create short rhythmic phrases.	To know how to project your voice to sing. To know how to sing with others. To know how to use their voice expressively and creatively. To know what a chant is and know how to project their voice when chanting. To know how to take part in singing. To take part in a rhythmic performance. To know how to use start/stop signals. To know how to follow instruction on how or when to sing or play an instrument. To know how to make sound with bamboo tamboo. To know how to hold bamboo tamboo safely when not performing. To know how to hold bamboo tamboo when performing. To know how to safely hold a tuned and un-tuned percussion instrument when not performing. To know how to safely hold a tuned and	To know what a pictorial score is. To know how to create a pictorial score and to know how to follow this.

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			<p>un-tuned percussion instrument when performing.</p> <p>To know how to make a sound with a tuned and un-tuned percussion instrument.</p>	
<b>Year 2</b>	<p>To know how to listen to a range of music from other cultures and times.</p> <p>To know how to identify a beat and rhythm.</p> <p>To know how to recognise a change in tempo, timbre, dynamic and pitch.</p> <p>To know how to copy and create a range of rhythms.</p> <p>To know how to listen with concentration and understanding.</p>	<p>To know how to sequence sounds to create an overall effect.</p> <p>To know how to create short rhythmic phrases.</p>	<p>To know how to follow instructions on how or when to sing or play an instrument.</p> <p>To know how to make sound with bamboo tamboo.</p> <p>To know how to hold bamboo tamboo safely when not performing.</p> <p>To know how to hold bamboo tamboo safely when performing.</p> <p>To know how to safely hold a tuned and un-tuned percussion instrument when not performing.</p> <p>To know how to safely hold an un-tuned and tuned percussion instrument when performing.</p> <p>To know how to make a sound with a tuned and un-tuned percussion instrument.</p> <p>To know how to hold an ocarina safely when not performing.</p> <p>To know how to hold an ocarina safely when performing.</p> <p>To know how to make sound with ocarina.</p> <p>To know how to create, select and combine sounds using the interrelated dimensions of music (rhythm, beat, timbre, tempo, pitch).</p> <p>To know how to play a range of notes on the ocarina.</p> <p>To know how to recognise a rhythmic call</p>	<p>To know how to create a pictorial score.</p> <p>To begin to know what a crotchet is.</p> <p>To begin to know what a quaver is.</p> <p>To begin to know what a crotchet rest is.</p> <p>To know what a stave is in music.</p> <p>To know how to recognise a crotchet and quaver on a stave/staff.</p> <p>To know that notes have letter names.</p> <p>To begin to recognise notes by letter name.</p>

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			<p>and to know how to respond. To know what a melody is. To know how to play a melody on the ocarina.</p>	
<b>Year 3</b>	<p>To know the terms duration, pitch, timbre, beat, tempo, texture and silence. To know how to use duration, pitch, timbre, beat, tempo, texture and silence to describe music. To know how to appreciate and understand a wide range of high quality live and recorded music drawing for different traditions and from great composers and musicians. To know what evaluate means. To know how to evaluate music using musical vocabulary to identify areas of likes and dislikes. To know that music has layers of sound and know how to discuss their effect on mood or feelings. To know how to listen with attention to detail and recall sounds with increasing oral memory. To know and show some understanding of the history of music.</p>	<p>To know how to create repeated patterns with a range of instruments. To know what a drone is. To know what an accompaniment is. To know how to use a drone as an accompaniment. To know how to compose and perform melodic songs. To know what composing is. To know how to use tuned and un-tuned instruments creatively to compose. To know how to explore, choose and organise sounds and musical ideas.</p>	<p>To know how to maintain a simple part within a group. To know what improvise means. To know how to improvise and compose music for a range of purposes using the interrelated dimensions of music. To know how to compose and perform melodic songs. To know how to sing from memory with accurate pitch. To know how to sing in tune. To know how to pronounce words within a song clearly. To know how to show control of voice. To know how to play a range of notes on the recorder. To know how to hold a recorder safely when not performing. To know how to hold a recorder safely when performing. To know how to safely hold an un-tuned and tuned percussion instrument when not performing. To know how to safely hold an un-tuned and tuned percussion instrument when performing. To know how to make a sound with an un-tuned and tuned percussion instrument. To know how to use tuned and un-tuned instruments creatively. To know how to perform composition. To know what soul means. To know what ensemble means.</p>	<p>To know how to devise non- standard symbols to indicate when to play and rest. To know how to identify a stave, time signature, bar, crotchet, quaver, minim, semibreve, rest. To know how to identify the notes E, G, B, D, F and FACE. To know how to record composition using notation and pictures. To use and understand staff and other musical notation.</p>

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			<p>To know how to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>To use and understand staff and other musical notation.</p>	
<b>Year 4</b>	<p>To know and use the terms duration, timbre, pitch, beat, tempo, texture and the use of silence and to know how to use these to describe music.</p> <p>To know and be able to recall some aspects of the history of African drumming.</p> <p>To know what it means to reflect.</p> <p>To know how to listen and reflect to a range of music.</p> <p>To know and recall a range of different medias.</p> <p>To know how to respond to music through a range of media.</p> <p>To know and explore British music through the decades.</p> <p>To know how to evaluate music using musical vocabulary to identify areas of likes and dislikes.</p>	<p>To know to choose, order, combine and control sounds to create an effect.</p> <p>To know how to use drones as accompaniments.</p> <p>To know how to perform composition and record composition use notation and pitches.</p>	<p>To know what it means to perform with control.</p> <p>To know how to perform with control and awareness of others.</p> <p>To know how to recall and respond using the djembe drum.</p> <p>To know how to safely hold an un-tuned and tuned percussion instrument when not performing.</p> <p>To know how to safely hold an un-tuned and tuned percussion instrument when performing.</p> <p>To know how to make a sound with an un-tuned and tuned percussion instrument.</p> <p>To know how to make a sound on the djembe drum.</p> <p>To know how to hold a djembe drum safely when not performing.</p> <p>To know how to hold a djembe drum safely when performing.</p> <p>To know how to use tuned and un-tuned instruments creatively.</p> <p>To know how to sing songs from memory.</p> <p>To know how to sing in different pitches.</p> <p>To know how to sing with accurate pitch.</p>	<p>To know the terms stave, time signature, bar, crotchet, quaver, minim, semibreve, rest.</p> <p>To know how to identify the notes E, G, B, D, F and FACE.</p> <p>To know how to identify a rhythmic notation.</p> <p>To know how to devise non- standard symbols to indicate when to play and rest.</p>

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<p><b>Year 5</b></p>	<p>To begin to know about the music of a given period.</p> <p>To begin to know how to compare music within a period.</p> <p>To know and have some understanding of the history of music.</p> <p>To know how to listen respectfully and appreciate a wide range of music from different composers and musicians.</p> <p>To know how to choose from a wide range of musical vocabulary.</p> <p>To know what the word appraise means.</p> <p>To accurately describe and appraise music.</p> <p>To know how to choose from the musical vocabulary pitch, dynamics, tempo, texture, timbre, lyrics and melody.</p> <p>To know how to describe and appraise music in terms of sense of occasion, solo, round, harmonies, accompaniments, combination of musical elements and their cultural contexts.</p> <p>To know what lyrics are in music.</p> <p>To know how to describe how lyrics often reflect the cultural contexts of music and have social meaning.</p>	<p>To know how to compose for a purpose.</p> <p>To know how to improvise and compose music for a range of different purposes.</p> <p>To know how to create rhythmic patterns with an awareness of timbre and duration.</p> <p>To know how to thoughtfully select elements for a piece of music in order to gain a desired effect.</p> <p>To know the terms verse and chorus and to know the difference between these.</p> <p>To know how to create songs with a verse and a chorus.</p> <p>To know the term, convey.</p> <p>To know how to convey the relationship between the lyrics and the melody.</p> <p>To know how to build texture and timbre.</p>	<p>To know how to make a sound on the ukulele.</p> <p>To know how to play simple chords on the ukulele.</p> <p>To know how to hold the ukulele safely when not performing.</p> <p>To know how to hold a ukulele safely when performing.</p> <p>To know how to safely hold an un-tuned and tuned percussion instrument when not performing.</p> <p>To know how to safely hold an un-tuned and tuned percussion instrument when performing.</p> <p>To know how to make a sound with an un-tuned and tuned percussion instrument.</p> <p>To know how to use tuned and un-tuned instruments creatively.</p> <p>To know how to sing a range of songs.</p> <p>To know what a two-part harmony is.</p> <p>To know how to sing in two-part harmony.</p> <p>To know what a phrase is.</p> <p>To begin to know how to sing and play in phrases.</p> <p>To know how to explore timbre, dynamics, tempo, beat, rhythm, pitch and mood.</p> <p>To know what a musical interval is.</p> <p>To know how to play and perform in solo and ensemble contexts.</p> <p>To know how to use their voice and play musical instruments with increasing accuracy, fluency, control and expression.</p> <p>To know how to improvise and compose music for a range of different purposes.</p>	<p>To know how to use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</p> <p>To know the terms stave, time signature, bar, crotchet, quaver, minim, semibreve, rest.</p> <p>To know how to identify the notes E, G, B, D, F and FACE.</p>
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<b>Year 6</b>	<p>To know about the changes in musical styles in Britain from the 1930's.</p> <p>To know about music in Britain during the second world war.</p> <p>To know what the terms theme and variations mean and to know how to identify and discuss these.</p> <p>To know how to appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from different composers and musicians.</p> <p>To know and develop an understanding of the history of music.</p> <p>To know and understand simple times signatures and how to use these.</p> <p>To know how to choose from a wide range of musical vocabulary, to accurately describe and appraise music including pitch, dynamics, tempo, timbre, texture, lyrics, melody, sense of occasion, solo, round, harmonies, accompaniments, drones and the use of silence.</p> <p>To know what a cyclic pattern.</p> <p>To know what a chromatic scale is.</p> <p>To know how to accurately describe</p>	<p>To know how to combine a variety of musical devices including melody, rhythm and chords.</p> <p>To know how to choose, order, combine and control sounds to create an effect.</p> <p>To know how to build texture and timbre.</p> <p>To know how to perform composition and record composition using notation and pictures.</p>	<p>To know how to play simple chords on the ukulele.</p> <p>To know how to hold the ukulele safely when not performing.</p> <p>To know how to hold a ukulele safely when performing.</p> <p>To know how to safely hold an un-tuned and tuned percussion instrument when not performing.</p> <p>To know how to safely hold an un-tuned and tuned percussion instrument when performing.</p> <p>To know how to make a sound with an un-tuned and tuned percussion instrument.</p> <p>To know how to use tuned and un-tuned instruments creatively.</p> <p>To know how to hold a bamboo tamboo safely and appropriately when not performing.</p> <p>To know how to hold a bamboo tamboo safely and appropriately when performing.</p> <p>To know how to make a sound on the bamboo tamboo.</p> <p>To know how to sing and perform a melody of a famous song.</p> <p>To know how to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>	<p>To know how to use a standard musical notation o crotchet, minim and semibreve to indicate how many beats to play.</p> <p>To know the terms stave, time signature, bar, crotchet, quaver, minim, semibreve, rest.</p> <p>To know how to identify the notes E, G, B, D, F and FACE.</p> <p>To know how to devise non-standard symbols to indicate when to play and rest.</p>



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	<p>and appraise music which includes a cyclic pattern, chromatic scale, combination of music elements and cultural contexts.</p> <p>To know how lyrics often reflect the cultural context of music and have social meaning and to be able to describe this.</p>		<p>To know how to use their voice and play musical instruments with increasing accuracy, fluency, control and expression.</p> <p>To know how to improvise and compose music for a range of different purposes.</p> <p>To know how to sing or play from memory with confidence.</p> <p>To know how to sing expressively and in tune.</p> <p>To know how to perform simple chords and melodies on the ukulele.</p> <p>To know how to perform with control and awareness of others.</p> <p>To know how to play simple chords and melodies as accompaniment on the ukulele.</p>	
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