

PROGRESSION IN KNOWLEDGE – MUSIC

The Big Ideas	Foundation	KS1	Lower KS2
Listening and Appraising	Knowledge		
	<ul style="list-style-type: none"> • Know 20 nursery rhymes off by heart • Know the stories of some of the nursery rhymes • Songs have sections • To respond to the songs that they hear and experience 	<ul style="list-style-type: none"> • Know some of the musical styles: Blues, Baroque, Latin, Irish Folk and Funk, Hip-hop, Reggae, Bossa Nova, Pop and Classical Afropop, South African, Rock, • Recognise some of : vocals, bass guitar, drums, keyboard, percussion, trumpets, saxophone by sound in music and sight • Know 5 songs off by heart and what they are about • Know some songs have a chorus or response/answer section (Y2) • Know that songs have a musical style 	<ul style="list-style-type: none"> • Know 5 musical styles from: Blues, Baroque, Latin, Irish Folk and Funk, Hip-hop, Reggae, Bossa Nova, Pop and Classical Afropop, South African, Rock, RnB, World Music, and Disco (Y4) Grime, Gospel and The Beatles • 5 songs from memory, who sang them and/or who wrote them, (Y4) know the 5 styles • Choose a song and talk about <ul style="list-style-type: none"> ○Lyrics ○Musical Dimensions(Texture, dynamics, tempo, rhythm and pitch) ○Structure (intro, verse chorus etc) ○Name some instruments heard ○(Y4) some of the style indicators
Technical Knowledge	Knowledge:		
	<ul style="list-style-type: none"> • Know that we move with the pulse of the music • Know that words of songs tell stories and paint pictures • To describe music in terms of loud and quiet, fast and slow 	<ul style="list-style-type: none"> • Pulse • Rhythms • Rhythms are different from the pulse (Y2) • Pitch (in Y2) • That pitch is added when we sing or play • Notes D, E, F, G, A and C (B in Y2) • Keys of C major and D minor (G +D in Year 2) 	<ul style="list-style-type: none"> • Find and demonstrate the pulse (internally Y4) • The difference between pulse and rhythm • Pulse rhythm and pitch combine to make songs • That every piece of music has a pulse • Difference between a musical question/answer • Rhythm is the long/short patterns over the pulse (y4) • High and low sounds make melodies (Y4)
Singing and performing	Knowledge		
	<ul style="list-style-type: none"> • To sing or rap nursery simple songs from memory • Sing songs to enhance play • Sing songs and experiment with changing them 	<ul style="list-style-type: none"> • Sing or rap 5 songs from memory • Know how to sing in unison (Y2) • Songs are composed to include different ways of using the voice (Y2) • The importance of warming up the voice (Y2) 	<ul style="list-style-type: none"> • Singing in a group is called a choir • That the choir follows a conductor • Songs can make you feel different things • Importance of listening when singing in a choir • The importance of warming up the voice • (Y4) Solo voice is a thinner texture than a choir
Related Skills & practical knowledge			

		<ul style="list-style-type: none"> • Sing notes of different pitches • Use voice to make different types of sound e.g rap • Start and stop when following a leader • A comfortable singing position (Y2) 	<ul style="list-style-type: none"> • To sing in unison and 2 parts • To demonstrate good singing posture • To follow the conductor • To explore singing solo • To sing with awareness of tonality • To sing in time to the pulse • (Y4) To rejoin the song if lost • (y4) To listen to the group when singing
Playing	Knowledge		
	<ul style="list-style-type: none"> • The sounds that instruments make (triangle, claves, shakers, castanets) 	<ul style="list-style-type: none"> • The names of their musical part from memory • The name of the instrument they are playing (glockenspiel, recorder) • The names of untuned percussion played in class (Y2) 	<ul style="list-style-type: none"> • Know and talk about the instruments used in class • Know and talk about other instruments they might play or hear played in a band or orchestra
	Related Skills & practical knowledge		
	<ul style="list-style-type: none"> • To handle instruments with control • Experiment with different instruments to make music 	<ul style="list-style-type: none"> • Treat instruments carefully & with respect • Accompany a song with a tuned instrument • Learn to play an instrumental part • Follow a leader's instructions when playing • Play in time with the steady pulse (Y2) 	<ul style="list-style-type: none"> • Play any one or all 4 differentiated parts on a tuned instrument from memory or notation • Rehearse and perform their part in a song • Follow the conductor • (Y4) Experience leading the playing
Composing and Improvising	Knowledge		
	<ul style="list-style-type: none"> • That music and represent their thoughts ideas and feelings 	<ul style="list-style-type: none"> • Improvise with one or 2 notes • Compose with up to 5 notes, (6 in Year 2 including accidentals) 	<ul style="list-style-type: none"> • To explain improvisation as making up tunes on the spot, as spontaneous and unique and not written down • That using 2 notes confidently is better than using 5, the provided notes mean you cannot make a mistake • You can reuse riffs you've heard • That composition is like writing a story in music • Different ways of recording compositions
Performance	Knowledge		
	<ul style="list-style-type: none"> • A performance is sharing music 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • That performing is sharing with an audience • It can be as small as one person to another • Performance must be planned & rehearsed • Performance standard is accurate & confident • It is planned & different for each occasion • Audiences can include people you don't know

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