

Knowledge Progression in Music

	Composition	Instruments	Improvisation	Singing	Notation	Listening and Appraising
KS1 Cycle A	Autumn 1: Hands, Feet, Heart Afropop, South African music and freedom songs Diversity link: Ladysmith Black Mambazo (civil rights songs during apartheid)		Spring 1: I Wanna Play in a Band Rock Spring 2: Zootime Reggae Diversity link: Tanya Stephens		Summer 1: Friendship Song Pop Diversity link: Bruno Mars Summer 2: Reflect, Rewind and Replay Classical	
	Composing is like writing a story with music Everyone can compose	Know the names of the instruments they are playing	Improvisation is about making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them Everyone can improvise	Confidently sing or rap five songs from memory and sing them in unison	Know images of musical instruments	Know 5 songs off by heart and know what the songs are about
KS1 Cycle B	Autumn 1: Hey You Old School Hip-Hop Diversity link: Will Smith		Spring 1: In the Groove Blues, Baroque, Latin, Bhangra, Folk, Funk Diversity links: Gloria Estefan (Latin) and Malkit Singh (Bhangra)		Summer 1: Your Imagination Pop Summer 2: Reflect, Rewind and Replay Classical	
	Autumn 2: Rhythm in the Way We Walk and The Banana Rap		Spring 2: Round and Round			

	Reggae Diversity link: Bob Marley (+ Christmas Performance) Bossa Nova					
	Composing is like writing a story with music Everyone can compose	Learn the names of the notes in their instrumental part from memory or when written down Know the names of untuned percussion instruments played in class	Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them Everyone can improvise, and you can use one or two notes	Know that unison is everyone singing at the same time Songs include other ways of using the voice e.g. rapping (spoken word) Know why we need to warm up our voices	Know that music is read using notes and symbols	Know five songs off by heart Know some songs have a chorus or a response/answer part Know that songs have a musical style
LKS2 Cycle A	Autumn 1: Let Your Spirit Fly Musicals and Motown Diversity links: Marvin Gaye and Barry White Autumn 2: Bringing Us Together Disco (+ Christmas Performance) <i>Link to PSHE: relationships</i> Spring 1: Dragon Song Pop song that tells a story Creativity and using imagination Sprint 2: Glockenspiel Stage 1					
	Know and be able to talk about a composition as music that is created by you and kept in some way. It's like writing a story.	Know and be able to talk about the instruments used in class (a glockenspiel, a recorder)	Know that improvisation is making up your own tunes on the spot	Know that singing in a group can be called a choir and that the leader or conductor is a	Know the different meanings for the symbols used to read music	Know five songs from memory and who sang them or wrote them Know the style of the five songs

	It can be played or performed again to your friends Know different ways of recording compositions (letter names, symbols, audio etc.)		Know that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them Know that using one or two notes confidently is better than using five Know that if you improvise using the notes you are given, you cannot make a mistake	person who the choir or group follow Know why you must warm up your voice		Name some of the instruments they heard in the song
LKS2 Cycle B	Autumn 1: Glockenspiel Stage 2 Autumn 2: Stop! Grime (+ Christmas Performance)					
	Spring 1: Lean on Me Gospel Diversity links: Bill Withers, Beyonce, Mary Mary and Gospel Choirs Spring 2: Blackbird Pop (The Beatles) and Blues Diversity link: B.B. King					
	Know and be able to talk about a composition as music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends	Know and be able to talk about other instruments they might play or be played in a band or orchestra or by their friends	Know that if you improvise using the notes you are given, you cannot make a mistake Know that you can use some of the riffs you have heard in the songs	Know and be able to talk about texture - how a solo singer makes a thinner texture than a large group Know that songs can make you feel different things e.g. happy, energetic or sad and	Know the different meanings for the symbols used to read music	Choose one song and be able to talk about its lyrics/what the song is about; any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch); the main sections of the

	Know different ways of recording compositions (letter names, symbols, audio etc.)		they have been learning	that singing as part of an ensemble or large group is fun, but that you must listen to each other		song (introduction, verse, chorus etc.)
UKS2 Cycle A	Autumn 1: Livin' on a Prayer Rock Diversity link: Jimi Hendrix		Spring 1: Fresh Prince of Bel-Air Old School Hip-Hop Diversity link: Will Smith		Summer 1: Dancing in the Street Motown Diversity link: Martha and the Vandellas	
	Autumn 2: Classroom Jazz 1 Bossa Nova and Swing Diversity link: Ella Fitzgerald (+ Christmas Performance)		Spring 2: Make You Feel My Love Pop Ballads Diversity link: Alberta Hunter (+ War Songs)		Summer 2: Reflect, Rewind and Replay Classical (+ Summer Performance)	
	Know and talk about a composition and understand that it is music that is created by you and kept in some way Know that a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure	Know and talk about different instruments they might play or be played in a band or orchestra	Know that improvisation is making up your own tunes on the spot Know that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them Know that using one, two or three notes confidently is better than using five	Know and confidently sing five songs and their parts from memory, and sing them with a strong internal pulse Know about the style of the songs so you can represent the feeling and context to your audience	Know and talk about different ways of writing music down staff notation, symbol Know the notes C, D, E, F, G, A, B + C on the treble stave	Know five songs from memory, who sang or wrote them, the style of the song and different songs from that genre and when the song was written and, if possible, why?
UKS2 Cycle B	Autumn 1: Happy Pop/Neo Soul		Spring 1: A New Year Carol Classical or Urban Gospel		Summer 1: Music and Me	

	Diversity link: Pharrell Williams		Diversity links (local - Allestree): Hot House Community Gospel Choir		Own music inspired by your identity and women in the music industry (Annie Lennox)	
	Autumn 2: Classroom Jazz 2		Spring 2: You’ve Got a Friend in Me		Summer 2: Reflect, Rewind and Replay	
	Bacharach and Blues		70s Pop Ballad		Classical	
	Diversity link: Ray Charles				(+ Summer Performance)	
	(+ Christmas Performance)					
	Know and talk about a composition and understand that it is music that is created by you and kept in some way Know that a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure	Know and talk about different instruments they might play or be played in a band or orchestra	Know that improvisation is making up your own tunes on the spot Know that if you improvise using the notes you are given, you cannot make a mistake Know that you can use some of the riffs and licks you have learnt in your improvisations Know three well-known improvising musicians	Know and explain the importance of warming up your voice Know the song’s main features: singing in unison, solo, lead vocal, backing vocals or rapping Know what the song is about and the meaning of the lyrics	Know and talk about different ways of writing music down staff notation, symbol Identify the notes C, D, E, F, G, A, B + C on the treble stave	Know the style indicators of the songs (musical characteristics that give the songs their style). These include: The lyrics/what the songs are about Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) The structure of the songs (intro, verse, chorus etc.) Name some of the instruments used in the songs The historical context of the songs. What else was going on at this time, musically and historically?

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