

# Great Ellingham and Rocklands Primary Schools

## Music – Progression of Knowledge



	YR	Y1	Y2
Listen and Respond	<ul style="list-style-type: none"> <li>To know twenty nursery rhymes off by heart.</li> <li>To know the stories of some of the nursery rhymes</li> </ul>	<p>To know 5 songs off by heart.</p> <ul style="list-style-type: none"> <li>To know what the songs are about.</li> <li>To know and recognise the sound and names of some of the instruments they use.</li> </ul>	<p>To know five songs off by heart.</p> <ul style="list-style-type: none"> <li>To know some songs have a chorus or a response/answer part.</li> <li>To know that songs have a musical style.</li> </ul>
Explore and Create/Games	<p>To know that we can move with the pulse of the music.</p> <ul style="list-style-type: none"> <li>To know that the words of songs can tell stories and paint pictures.</li> </ul>	<p>To know that music has a steady pulse, like a heartbeat.</p> <ul style="list-style-type: none"> <li>To know that we can create rhythms from words, our names, favourite food, colours and animals.</li> </ul>	<p>To know that music has a steady pulse, like a heartbeat.</p> <ul style="list-style-type: none"> <li>To know that we can create rhythms from words, our names, favourite food, colours and animals.</li> <li>Rhythms are different from the steady pulse.</li> <li>We add high and low sounds, pitch, when we sing and play our instruments.</li> </ul>
Singing	<p>To sing or rap nursery rhymes and simple songs from memory.</p> <ul style="list-style-type: none"> <li>Songs have sections.</li> </ul>	<p>To confidently sing or rap five songs from memory and sing them in unison.</p>	<p>To confidently know and sing five songs from memory.</p> <ul style="list-style-type: none"> <li>To know that unison is everyone singing at the same time.</li> <li>Songs include other ways of using the voice e.g. rapping (spoken word).</li> <li>To know why we need to warm up our voices.</li> </ul>
Playing		<p>Learn the names of the notes in their instrumental part from memory or when written down.</p> <ul style="list-style-type: none"> <li>Learn the names of the instruments they are playing.</li> </ul>	<p>Learn the names of the notes in their instrumental part from memory or when written down.</p> <ul style="list-style-type: none"> <li>Know the names of untuned percussion instruments played in class.</li> </ul>
Improvisation		<p>Improvisation is about making up your own tunes on the spot.</p> <ul style="list-style-type: none"> <li>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>Everyone can improvise!</li> </ul>	<p>Improvisation is making up your own tunes on the spot.</p> <ul style="list-style-type: none"> <li>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>Everyone can improvise, and you can use one or two notes.</li> </ul>
Composition		<p>Composing is like writing a story with music.</p> <ul style="list-style-type: none"> <li>Everyone can compose.</li> </ul>	<p>Composing is like writing a story with music.</p> <ul style="list-style-type: none"> <li>Everyone can compose.</li> </ul>
Performance	<p>A performance is sharing music.</p>	<p>A performance is sharing music with other people, called an audience.</p>	<p>A performance is sharing music with an audience.</p> <ul style="list-style-type: none"> <li>A performance can be a special occasion and involve a class, a year group or a whole school.</li> <li>An audience can include your parents and friends</li> </ul>

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### Development Actions:

- *Evaluate and re-draft Long Term Plan*
- *Consider how we assess Music*