



Cowling Community Primary School

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Music Knowledge and Skills Progression 2023-2024

Component 1: Listen and Appraise			
Reception Knowledge and Skills	KS1 Knowledge and Skills	LKS2 Knowledge and Skills	UKS2 Knowledge and Skills
<p>Knowledge - To know twenty nursery rhymes off by heart. - To know the stories of some of the nursery rhymes.</p> <p>Skills - To learn that music can touch your feelings. - To enjoy moving to music by dancing, marching, being animals or Pop stars.</p>	<p>Knowledge - To know 5 songs off by heart. -To know what the songs are about. -To know and recognise the sound and names of some of the instruments they use. -To know some songs have a chorus or a response/answer part. - To know that songs have a musical style.</p> <p>Skills - To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. -To learn how songs can tell a story or describe an idea.</p>	<p>Knowledge - To know five songs from memory and who sang them or wrote them. -To know the style of the five songs. - To choose one song and be able to talk about:</p> <ul style="list-style-type: none"> o Some of the style indicators of that song (musical characteristics that give the song its style). o Its lyrics: what the song is about o Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) o Identify the main sections of the song (introduction, verse, chorus etc.) o Name some of the instruments they heard in the song <p>Skills - To confidently identify and move to the pulse. -To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).</p>	<p>Knowledge - To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? -To know the style of the five songs and to name other songs from the Units in those styles. -To choose two or three other songs and be able to talk about:</p> <ul style="list-style-type: none"> o Some of the style indicators of the songs (musical characteristics that give the songs their style) o The lyrics: what the songs are about o Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) o Identify the main sections of the songs (intro, verse, chorus etc.) o Name some of the instruments they heard in the songs o The historical context of the songs. What else was going on at this time, musically and historically?



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		<ul style="list-style-type: none"> -To think about what the words of a song mean. -Talk about the music/song and how it makes them feel. - Listen carefully and respectfully to other people's thoughts about the music. -When you talk try to use musical vocabulary. 	<ul style="list-style-type: none"> o Know and talk about that fact that we each have a musical identity. <p>Skills - To identify and move to the pulse with ease.</p> <ul style="list-style-type: none"> -To think about the message of songs. - To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. - Listen carefully and respectfully to other people's thoughts about the music. -When you talk try to use musical vocabulary. -To talk about the musical dimensions working together in the Unit songs. -Talk about the music and how it makes you feel using musical vocabulary and language to describe the music.
<p>Component 2: Games to be able to talk about: pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song.</p>			
<p>Knowledge - To know that we can move with the pulse of the music.</p> <ul style="list-style-type: none"> -To know that the words of songs can tell stories and paint pictures. <p>Skills - There are progressive Music Activities within each unit that embed pulse,</p>	<p>Knowledge - To know that music has a steady pulse, like a heartbeat.</p> <ul style="list-style-type: none"> -To know that we can create rhythms from words, our names, favourite food, colours and animals. - Rhythms are different from the steady pulse. 	<p>Knowledge - Know how to find and demonstrate the pulse.</p> <ul style="list-style-type: none"> - Know the difference between pulse and rhythm. - Know how pulse, rhythm and pitch work together to create a song. - Know that every piece of music has a pulse/steady beat. 	<p>Knowledge - Know and be able to talk about:</p> <ul style="list-style-type: none"> -How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song or a piece of music. - How to keep the internal pulse



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<p>rhythm and pitch. Children listen to and work with the Games Track to complete the following in relation to the main song:</p> <p>-Activity A Games Track Find the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse.</p> <p>-Activity B Copycat Rhythm Copy basic rhythm patterns of single words, building to short phrases from the song/s.</p> <p>- Activity C High and Low Explore high and low using voices and sounds of characters in the songs. Listen to high-pitched and low-pitched sounds on a glockenspiel.</p> <p>-Activity D Create Your Own Sounds Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song.</p> <p>- Extension Activity Adding a 2-note melody to the rhythm of the words. Playing with two pitched notes to invent musical patterns.</p>	<p>-We add high and low sounds, pitch, when we sing and play our instruments.</p> <p>Skills - There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch. Children will complete the following in relation to the main song :</p> <p>-Game 1 - Have Fun Finding The Pulse! Find the pulse. Choose an animal and find the pulse</p> <p>-Game 2 - Rhythm Copy Back Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat.</p> <p>-Game 3 - Rhythm Copy Back, Your Turn Create rhythms for others to copy</p> <p>-Game 4 - Pitch Copy Back and Vocal Warm-up 1 Listen and sing back. Use your voices to copy back using 'la', whilst marching to the steady beat</p> <p>-Game 4a - Pitch Copy Back and Vocal Warm-up 2 Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la'.</p>	<p>- Know the difference between a musical question and an answer. Know and be able to talk about -</p> <p>Rhythm: the long and short patterns over the pulse</p> <p>-Pitch: High and low sounds that create melodies</p> <p>- How to keep the internal pulse</p> <p>-Musical Leadership: creating musical ideas for the group to copy or respond to</p> <p>Skills - Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using two notes:</p> <ol style="list-style-type: none"> Find the Pulse Rhythm Copy Back: <ol style="list-style-type: none"> Bronze: Clap and say back rhythms Silver: Create your own simple rhythm patterns Gold: Perhaps lead the class using their simple rhythms Pitch Copy Back Using 2 Notes <ol style="list-style-type: none"> Bronze: Copy back - 'Listen and sing back' (no notation) Silver: Copy back with instruments, without then with notation Gold: Copy back with instruments, without and then with notation 	<p>- Musical Leadership: creating musical ideas for the group to copy or respond to</p> <p>Skills - Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using three notes:</p> <p>-Bronze Challenge</p> <ul style="list-style-type: none"> Find the pulse Copy back rhythms based on the words of the main song, that include syncopation/off beat Copy back one-note riffs using simple and syncopated rhythm patterns <p>-Silver Challenge</p> <ul style="list-style-type: none"> Find the pulse Lead the class by inventing rhythms for others to copy back Copy back two-note riffs by ear and with notation Question and answer using two different notes <p>-Gold Challenge</p> <ul style="list-style-type: none"> Find the pulse Lead the class by inventing rhythms for them to copy back Copy back three-note riffs by ear and with notation
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		4. Pitch Copy Back and Vocal Warm-ups	o Question and answer using three different notes
Component 3: Singing			
<p>Knowledge - To sing or rap nursery rhymes and simple songs from memory. -Songs have sections.</p> <p>Skills - To sing along with a pre-recorded song and add actions. -To sing along with the backing track.</p>	<p>Knowledge - To confidently sing or rap five songs from memory and sing them in unison. - To know that unison is everyone singing at the same time. -Songs include other ways of using the voice e.g. rapping (spoken word). -To know why we need to warm up our voices.</p> <p>Skills - Learn about voices, singing notes of different pitches (high and low). -Learn that they can make different types of sounds with their voices - you can rap or say words in rhythm. -Learn to start and stop singing when following a leader. - Learn to find a comfortable singing position.</p>	<p>Knowledge - To know and be able to talk about: -Singing in a group can be called a choir - Leader or conductor: A person who the choir or group follow -Songs can make you feel different things e.g. happy, energetic or sad -Singing as part of an ensemble or large group is fun, but that you must listen to each other -Texture: How a solo singer makes a thinner texture than a large group -To know why you must warm up your voice</p> <p>Skills - To sing in unison and in simple two-parts. -To demonstrate a good singing posture. -To follow a leader when singing. -To enjoy exploring singing solo. -To sing with awareness of being 'in tune'. -To have an awareness of the pulse internally when singing. -To rejoin the song if lost. -To listen to the group when singing.</p>	<p>Knowledge - To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. -To know about the style of the songs so you can represent the feeling and context to your audience -To choose a song and be able to talk about: o Its main features o Singing in unison, the solo, lead vocal, backing vocals or rapping o To know what the song is about and the meaning of the lyrics o To know and explain the importance of warming up your voice</p> <p>Skills - To sing in unison and to sing backing vocals. -To enjoy exploring singing solo. To listen to the group when singing. -To demonstrate a good singing posture. -To follow a leader when singing. -To experience rapping and solo singing. -To listen to each other and be aware of how you fit into the group.</p>



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			-To sing with awareness of being 'in tune'.
Component 4: Playing Instruments			
	<p>Knowledge - Learn the names of the notes in their instrumental part from memory or when written down.</p> <ul style="list-style-type: none"> -Learn the names of the instruments they are playing. - Know the names of untuned percussion instruments played in class. <p>Skills - Treat instruments carefully and with respect.</p> <ul style="list-style-type: none"> -Play a tuned instrumental part with the song they perform. -Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). -Listen to and follow musical instructions from a leader. - Play the part in time with the steady pulse. 	<p>Knowledge - To know and be able to talk about:</p> <ul style="list-style-type: none"> -The instruments used in class (a glockenspiel, a recorder or xylophone) -Other instruments they might play or be played in a band or orchestra or by their friends. <p>Skills - To treat instruments carefully and with respect.</p> <ul style="list-style-type: none"> - Play any one, or all of four, differentiated parts on a tuned instrument -a one-note, simple or medium part or the melody of the song) from memory or using notation. -To rehearse and perform their part within the context of the Unit song. -To listen to and follow musical instructions from a leader. -To experience leading the playing by making sure everyone plays in the playing section of the song. 	<p>Knowledge - To know and be able to talk about:</p> <ul style="list-style-type: none"> -Different ways of writing music down - e.g. staff notation, symbols -The notes C, D, E, F, G, A, B + C on the treble stave -The instruments they might play or be played in a band or orchestra or by their friends <p>Skills - Play a musical instrument with the correct technique within the context of the Unit song.</p> <ul style="list-style-type: none"> - Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts - a one-note, simple or medium part or the melody of the song from memory or using notation. -To rehearse and perform their part within the context of the Unit song. -To listen to and follow musical instructions from a leader. -To lead a rehearsal session.
Component 5: Improvisation			
	Knowledge - Improvisation is about making up your own tunes on the spot.	Knowledge - To know and be able to talk about improvisation:	Knowledge - To know and be able to talk about improvisation:



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	<p>-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.</p> <p>Skills - Use the improvisation tracks provided. Improvise using the three challenges:</p> <p>1. Clap and Improvise - Listen and clap back, then listen and clap your own answer (rhythms of words). 2. Sing, Play and Improvise - Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise! - Take it in turns to improvise using one or two notes.</p>	<p>-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 -To know that using one or two notes confidently is better than using five -To know that if you improvise using the notes you are given, you cannot make a mistake -To know that you can use some of the riffs you have heard in the Challenges in your improvisations</p> <p>Skills - Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges:</p> <p>-Bronze Challenge:</p> <ul style="list-style-type: none"> o Copy Back - Listen and sing back o Play and Improvise - Using instruments, listen and play your own answer using one note. o Improvise! - Take it in turns to improvise using one note. <p>-Silver Challenge:</p> <ul style="list-style-type: none"> o Sing, Play and Copy Back - Listen and copy back using 	<p>-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. -To know that using one or two notes confidently is better than using five -To know that if you improvise using the notes you are given, you cannot make a mistake - To know that you can use some of the riffs you have heard in the Challenges in your improvisations -To know three well-known improvising musicians</p> <p>Skills - Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <p>1. Play and Copy Back</p> <ul style="list-style-type: none"> o Bronze - Copy back using instruments. Use one note. o Silver - Copy back using instruments. Use the two notes. o Gold - Copy back using instruments. Use the three notes. <p>2. Play and Improvise You will be using up to three notes:</p> <ul style="list-style-type: none"> o Bronze - Question and Answer using instruments. Use one
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		<p>instruments, using two different notes.</p> <ul style="list-style-type: none"> ○ Play and Improvise - Using your instruments, listen and play your own answer using one or two notes. ○ Improvise! - Take it in turns to improvise using one or two notes. <p>-Gold Challenge:</p> <ul style="list-style-type: none"> ○ Sing, Play and Copy Back - Listen and copy back using instruments, two different notes. ○ Play and Improvise - Using your instruments, listen and play your own answer using two different notes. ○ Improvise! - Take it in turns to improvise using three different notes. 	<p>note in your answer.</p> <ul style="list-style-type: none"> ○ Silver - Question and Answer using instruments. Use two notes in your answer. Always start on a G. ○ Gold - Question and Answer using instruments. Use three notes in your answer. Always start on a G. <p>3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan:</p> <ul style="list-style-type: none"> ○ Bronze - Improvise using one note. ○ Silver - Improvise using two notes. ○ Gold - Improvise using three notes. <p>Classroom Jazz 2 - Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)</p>
Component 6: Composition			
	<p>Knowledge - Composing is like writing a story with music. -Everyone can compose.</p> <p>Skills - Help to create a simple melody using one, two or three notes. -Learn how the notes of the composition can be written down and changed if necessary.</p>	<p>Knowledge - To know and be able to talk about: -A composition: 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. -Different ways of recording compositions (letter names, symbols, audio etc.)</p>	<p>Knowledge - To know and be able to talk about: -A composition: 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. -A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</p>



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		<p>Skills - Help create at least one simple melody using one, three or five different notes.</p> <ul style="list-style-type: none"> -Plan and create a section of music that can be performed within the context of the unit song. -Talk about how it was created. -Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. -Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). 	<p>-Notation: recognise the connection between sound and symbol</p> <p>Skills - Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</p> <ul style="list-style-type: none"> -Explain the keynote or home note and the structure of the melody. -Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. -Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).
Component 7: Performance			
<p>Knowledge - A performance is sharing music.</p> <p>Skills - Perform any of the nursery rhymes by singing and adding actions or dance.</p> <ul style="list-style-type: none"> - Perform any nursery rhymes or songs adding a simple instrumental part. - Record the performance to talk about. 	<p>Knowledge - A performance is sharing music with other people, called an audience.</p> <ul style="list-style-type: none"> - A performance can be a special occasion and involve a class, a year group or a whole school. -An audience can include your parents and friends. <p>Skills - Choose a song they have learnt from the Scheme and perform it.</p> <ul style="list-style-type: none"> -They can add their ideas to the performance. 	<p>Knowledge - To know and be able to talk about:</p> <ul style="list-style-type: none"> - Performing is sharing music with other people, an audience - A performance doesn't have to be a drama! It can be to one person or to each other -You need to know and have planned everything that will be performed -You must sing or rap the words clearly and play with confidence -A performance can be a special occasion and involve an audience including of people you don't know 	<p>Knowledge - To know and be able to talk about:</p> <ul style="list-style-type: none"> -Performing is sharing music with other people, an audience with belief - A performance doesn't have to be a drama! It can be to one person or to each other - Everything that will be performed must be planned and learned -You must sing or rap the words clearly and play with confidence - A performance can be a special occasion and involve an audience including of people you don't know



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	<ul style="list-style-type: none">- Record the performance and say how they were feeling about it.	<ul style="list-style-type: none">-It is planned and different for each occasion-It involves communicating feelings, thoughts and ideas about the song/music <p>Skills - To choose what to perform and create a programme.</p> <ul style="list-style-type: none">-Present a musical performance designed to capture the audience.-To communicate the meaning of the words and clearly articulate them.- To talk about the best place to be when performing and how to stand or sit.-To record the performance and say how they were feeling, what they were pleased with what they would change and why.	<ul style="list-style-type: none">- It is planned and different for each occasion-A performance involves communicating ideas, thoughts and feelings about the song/music <p>Skills - To choose what to perform and create a programme.</p> <ul style="list-style-type: none">-To communicate the meaning of the words and clearly articulate them.- To talk about the venue and how to use it to best effect.- To record the performance and compare it to a previous performance.- To discuss and talk musically about it - "What went well?" and "It would have been even better if...?"
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