

Synergy Schools - Knowledge Progression for Music

| | Tacit Knowledge <i>'Knowledge gained through experience'</i> | | Procedural Knowledge <i>'The know-how of music'</i> | | | | Declarative Knowledge <i>'The facts or information stored in the memory'</i> | |
|---------------|--|---|--|--|---|---|--|--|
| | Singing | Listening | Musicianship: Understanding Music | Playing Instruments | Creating (Improvising/Composing) | Performing | Notation | Appraising |
| EYFS | <p>I can sing a range of well-known nursery rhymes and songs.</p> <p>I can sing in a group or by myself, increasingly matching the pitch and following the melody.</p> | <p>I can listen attentively and move to music.</p> <p>I can listen carefully to rhymes and songs, paying attention to how they sound.</p> | | <p>I can explore different materials freely to develop my ideas about how to use them.</p> | <p>I can share my creations, explaining the process I have used.</p> <p>I can create collaboratively, sharing ideas, resources and skills.</p> | <p>I can perform songs with others, trying to move in time with the music.</p> | | <p>I can talk about and express my feelings and responses to pieces of music.</p> |
| Year 1 | <p>I can sing, rap, rhyme, chant, and use spoken word.</p> <p>I can sing songs from memory in unison.</p> | <p>I can find and keep a steady beat with others.</p> <p>I can join in sections of the song, e.g., the chorus.</p> <p>Recognise some band and orchestral instruments.</p> | <p>I can copy back simple rhythmic patterns using long and short.</p> <p>I can copy back simple melodic patterns using high and low.</p> | <p>I can play together with other members of my class, keeping the beat.</p> <p>I can perform short repeating rhythm patterns while keeping in time with a steady beat using a musical instrument.</p> | <p>I can improvise simple patterns using 'Question and Answer' phrases.</p> <p>I understand the difference between creating a rhythm pattern and a pitch pattern.</p> <p>I can help to create my own simple tune using one, two or three notes that I can write down any way I want and play again later</p> <p>I can invent, retain, and recall rhythm and pitch patterns and perform these for others, taking turns.</p> <p>I can create musical sound effects and short sequences of sounds in response to a stimulus.</p> | <p>I can perform a song/piece to a well-known audience.</p> <p>I can add actions to a song.</p> | <p>I can explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</p> | <p>I can begin to understand where the music fits in the world.</p> <p>I can begin to understand about different styles of music.</p> <p>I can talk about feelings created by the music.</p> |

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| Year 2 | <p>I can sing songs from memory and/or from notation in unison whilst listening to each other.</p> <p>I understand why we warm up our voices and bodies.</p> <p>I can demonstrate dynamics (loud/quiet) and tempo (fast/slow) by responding to the leader's directions.</p> <p>I can sing to communicate the meaning of the words.</p> | <p>I can internalise, keep, and move in time with a steady beat in 4/4 time.</p> <p>I can find a steady beat and mark it by tapping or clapping and recognising tempo as well as changes in tempo.</p> <p>I can describe tempo as fast or slow.</p> <p>I can describe dynamics as loud or quiet.</p> <p>.</p> | <p>I can copy back simple two-note melodic patterns.</p> <p>I can copy back simple rhythmic patterns using combinations of minims, crotchets, quavers, and their rests.</p> <p>I know the meaning of dynamics (loud/quiet) and tempo (fast/slow).</p> | <p>I can play a part on a tuned or untuned instrument by ear or from notation.</p> <p>I can listen to and follow musical instructions from a leader or conductor.</p> | <p>I can improvise simple 'Question and Answer' phrases to be sung and played on untuned percussion, creating a musical conversation.</p> <p>I can create a simple melody using one, two or three notes, using crotchets and minims.</p> <p>I can create a story, choosing and playing classroom instruments.</p> | <p>I can practise, rehearse, and share a song that has been learned from memory.</p> <p>I can talk about the difference between rehearsing a song and performing it.</p> <p>I can decide on any actions or instrumental parts to be included in the performance.</p> | <p>I can explore and create graphic scores.</p> <p>I can use graphic symbols, dot notation and line notation to keep a record of composed pieces.</p> | <p>I can start to talk about the style of a piece of music.</p> <p>I can start to talk about where music might fit into the world.</p> <p>I can talk about how the music makes me feel.</p> |

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| Year 3 | <p>I can sing with an awareness of following the beat.</p> <p>I can sing with attention to clear diction.</p> <p>I can sing expressively, with attention to the meaning of the words.</p> <p>I can demonstrate good singing posture.</p> | <p>I can internalise, keep and move in time with a steady beat in 2/4, 3/4 and 4/4 time.</p> <p>I can change the speed of the beat as the tempo changes.</p> | <p>I can copy back three-note melodic pattern from memory and notation.</p> <p>I can copy back and improvise rhythmic patterns using minims, crotchets, quavers, and their rests.</p> | <p>I can play a simple melodic instrumental part on a tuned instrument by ear or from notation.</p> | <p>I can improvise, using my voice, tuned and untuned instruments, short on the spot responses over a simple groove.</p> <p>I can create a simple melody using crotchets, minims, and paired quavers.</p> <p>I can combine known rhythmic notation with letter names to create rising (melodic intervals) and falling (melodic steps) phrases.</p> | <p>I can practise, rehearse, and share a song/piece with confidence, from memory or following staff notation. Reflect on feelings about sharing and performing, e.g. nerves, excitement, enjoyment.</p> | <p>I can identify the staff, treble clef, time signature, and lines and spaces on the staff.</p> <p>I can read and respond to standard notation, using minims, semibreves, crotchets, and paired quavers.</p> | <p>I can place the song/piece in its cultural and global context.</p> <p>I can identify some instruments I hear playing.</p> <p>I can identify if it's a male or female voice singing.</p> <p>I can share thoughts and feelings about the music.</p> |

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| Year 4 | <p>I can sing 'on pitch' and 'in time'.</p> <p>I can sing with attention to breathing and phrasing.</p> <p>I can sing expressively, with attention to staccato and legato.</p> <p>I understand and can convey the emotion, feeling or intent of the song.</p> | <p>I can find and demonstrate the steady beat in 2/4, 3/4 and 4/4 metre.</p> <p>I can recall by ear memorable phrases heard in the music.</p> | <p>I can copy back melodic patterns from memory and notation using three to four notes.</p> <p>I can copy rhythmic patterns made of semibreves, minims, dotted crotchets, quavers, semiquavers, and their rests, by ear or from notation.</p> <p>I know the meaning of 'staccato' and 'legato'.</p> | <p>I can play a simple melodic instrumental part on a tuned instrument by ear or from notation.</p> | <p>I can improvise on a limited range of pitches, making use of musical features, including smooth (legato) and detached (staccato).</p> <p>I can create a melody using crotchets, minims, quavers and their rests.</p> <p>I can start to structure musical ideas to create pieces that have a beginning, middle and end.</p> | <p>I can practise, rehearse, and share a song/piece with confidence, from memory or following staff notation.</p> <p>I can follow and perform simple rhythmic scores to a steady beat, maintaining individual parts accurately and achieving a sense of ensemble.</p> <p>I can talk about what the rehearsal and performance has taught me.</p> | <p>I can read and respond to standard notation, using, minims, semibreves, crotchets, dotted crotchets, quavers, semiquavers. and paired quavers.</p> | <p>I can recognise the style of music that I am listening to.</p> <p>I can think about why the song of piece of music was written.</p> |

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| Year 5 | <p>I can sing a second part in a song.</p> <p>I can self-correct it lost or out of time.</p> <p>I can sing expressively, with attention to dynamics and articulation.</p> | <p>I can find and demonstrate the steady beat in 2/4, 3/4, 6/8 and 5/4 metre.</p> <p>Identify major and minor tonality.</p> | <p>I can copy back melodic patterns from memory and notation using a wider range of notes.</p> <p>I can create and/or identify rhythmic patterns using simple combinations of dotted minims, minims, dotted crotchets, crotchets, quavers, and their rests.</p> | <p>I can play melodies on a tuned instrument, following staff notation written on one stave.</p> | <p>I can improvise over a simple groove, responding to the beat and creating a satisfying melodic shape.</p> <p>I can create a melody using crotchets, quavers, and minims, and perhaps semibreves and semiquavers, plus all equivalent rests.</p> <p>I can use dynamics and structure in music and how ideas can be repeated or contrasted for interest.</p> <p>I can compose music to evoke a specific atmosphere, mood or environment using minor and major tonality.</p> | <p>I can create, rehearse, and present a holistic performance for a specific purpose, with confidence and accuracy.</p> <p>I can include instrumental parts/improvisatory sections within rehearsals and performances.</p> <p>I can discuss and talk musically about the strengths and weaknesses of a performance.</p> | <p>I can recognise how notes are grouped when notated.</p> | <p>I can identify the musical style of a song or piece of music.</p> <p>I can share my thoughts and feelings about the music using some musical language.</p> <p>I understand the emotion/feeling/intent of the song and can explain it to the class or each other.</p> |

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| Year 6 | <p>I can sing a broad range of songs as part of a choir, including those that involve syncopated rhythms.</p> <p>I can continue to sing in parts where appropriate.</p> <p>I can sing expressively, with attention to breathing and phrasing.</p> | <p>I can find and demonstrate the steady beat in 2/4, 3/4, 6/8 and 5/4 metre.</p> <p>I can identify and discuss the structure of the music, including introduction, main theme, outro, verse, chorus, and bridge.</p> | <p>I can copy back melodic patterns from memory and notation using a wider range of notes.</p> <p>I can create and/or identify rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers, and their rests, by ear or from notation.</p> | <p>I can play a range of melodies on a tuned instrument, following staff notation written on one stave.</p> <p>I can lead, either individually or as part of a group, parts of the rehearsal and performance.</p> | <p>I can improvise securely and with confidence, using more complex riffs and phrases.</p> <p>I can plan and create melodies using simple dynamics and rhythmic variety.</p> <p>I can start to use structures within compositions, e.g. introduction, multiple verse and chorus sections, AB form or ABA form (ternary form).</p> | <p>I can create, rehearse, and present a holistic performance for a wider audience, understanding and communicating the musical, cultural and historical contexts.</p> <p>I understand the value of choreographing any aspect of a performance.</p> <p>I understand the importance of the performing space and how to use it.</p> <p>I can discuss how future performances might be different from reflecting on feedback from the audience.</p> | <p>I read and perform using known rhythmic and pitch notation to play melodies with increasing confidence and record my musical ideas in compositions.</p> | <p>I can justify an opinion with reference to musical elements.</p> <p>I can identify the musical style of a song using some musical vocabulary to discuss its musical elements.</p> |