

Knowledge Progression for Music

	<u>Factual Knowledge</u> <i>“The basic elements students must know to be acquainted with a discipline or solve problems in it”</i>	<u>Conceptual Knowledge</u> <i>“The interrelationships among the basic elements within a larger structure that enable them to function together”</i>	<u>Procedural Knowledge</u> <i>“How to do something, methods of inquiry, and criteria for using skills, algorithms, techniques, and methods”</i>
Reception	Sometimes, I can clap along to the music. I know that when I sing songs, some lines are repeated or rhyme. I can anticipate when the music will stop and start. (tempo)	I am beginning to join in and learn songs to sing from memory. I am beginning to join in with actions to familiar music.	I can sing along to repetitive songs. I can listening with improved concentration. I can use a range of percussion instruments.
Year 1	I am beginning to have understanding of rhythm and beat. I know how to record sound patterns using pictures and shapes (graphic notation). I know some instrument names and the families they belong to.	I am beginning to play instruments alongside others. I can sing songs in unison.	I am beginning to use percussion instruments with more accuracy. (i.e. to be able to call and respond.) I am beginning to listen to and comment on different styles of music.
Year 2	I have an understanding of rhythm and beat. I know how to record sound patterns using pictures, shapes and basic musical notation. I know an increasing range of instrument names and the families they belong to.	I can play instruments alongside others. I can sing songs in unison and begin to sing in rounds. I can perform in groups and evaluate my performance.	I can use percussion instruments with more accuracy using more complex rhythms. I can listen to and comment on different styles of music. I can offer suggestions on performances using some music-specific vocabulary.
Year 3	I am beginning to have an awareness of standard notation. I am beginning to identify different families of instruments when listening to a piece of music. I know how to compose music using a range of stimuli.	I can comment on a range of music from the past. I am starting to develop a musical chronology. I can sing confidently in rounds. I can compose music using a range of stimuli.	I can perform in solo and ensemble contexts.
Year 4	I have a developing awareness of standard notation. I am beginning to identify specific instruments in a piece of music.	I can compare a range of music. I am aware of some of the changes in musical chronology and the impact on different generations. I can compare music by commenting on the effect of different instruments.	I can perform in solo and ensemble contexts, offering suggestions for improvement.
Year 5	I am beginning to use standard musical notation in my compositions. I can identify specific instruments in a piece of music and discuss composers’ choice of instruments.	I am aware of some of the changes in musical chronology.	I can perform in a solo and ensemble context, implementing suggestions for improvement and developing techniques. I can begin to sing in 2-part harmony.
Year 6	I can compose using standard musical notation.	I am aware of some of the changes in musical chronology, how this impacted different generations and why these changes came about. I can sing confidently and in 2 part harmony with understanding of the lyrics.	I can perform in a solo and ensemble context, with increasing accuracy, confidence and expression. Implementing suggestions for improvement and developing techniques. I can sing confidently in 2 part harmony.