



Knowledge Progression in Music

Key Knowledge Area: Singing and performing

Throughout their school career, a Lipson Vale pupil will...

Foundation	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
	<p>*Children will use their voices to speak/sing and chant. *They will be able to copy and clap a rhythmic pattern. They will be able to practice moving to and performing a steady beat.</p> <p>* They will use instruments to perform and will be aware the need to look at an audience during their performance .</p>	<p>*Children will be able to sing and follow the melody (tune) .</p> <p>* They will sing accurately at a given pitch.</p> <p>* They will perform simple patterns and accompaniments keeping a steady pulse independently and with others.</p> <p>* They will play simple rhythmic patterns on an instrument at times showing an increase or decrease in tempo, using spoken phrases to support them.</p>	<p>* Children will be able to sing in tune with an awareness of expression.</p> <p>* They will control their voice when singing with the ability to listen and respond to the voices of others.</p> <p>*They will be assertive in their performance of notes on a range of instruments. They will be able to continue their rhythm pattern alongside a different rhythm pattern and a steady beat. They will be immediate in their use of silence at the beginning and</p>	<p>* They will be able to sing a range of songs from memory with accurate pitch and rhythm.</p> <p>*Children will be able to perform a simple part rhythmically using a greater range of beats.</p> <p>* They will be able to develop their own rhythms in melodic and non-melodic form on a range of instruments as part of an accompaniment. They will use notation to support them.</p>	<p>* Children will use their understanding of meaning to add expression to their singing, taking breadths carefully.</p> <p>* They will be able to sing their musical part alongside a different musical phase</p> <p>* They will perform 'by ear' and from simple notations.</p> <p>*To improvise within a group using melodic and rhythmic phrases</p> <p>* They will begin to use syncopated rhythms. They can use a repeated rhythm or melodic pattern as an accompaniment within a performance. They are able to make positive musical beginning</p>	<p>*Children will be able to sing a harmony part confidently and accurately with increasing control of expression.</p> <p>* They will be able to perform parts from memory.</p> <p>*They will have an awareness of notation to guide them in their performance.</p> <p>* They will be able to lead in a range of performances, possibly a solo or a singing mentor role in a group.</p> <p>*They can adopt a range of accompaniments, including improvised accompaniment. to support a performance.</p> <p>*They will adopt drones, ostinatos and</p>



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		They will be clear on how to be ready for a performance and how to complete a performance.	end of a performance.	Children will be clear about positive body language for the duration of a performance.	and conclusions to their performances.	chord progressions and be clear how this fits together at different stages of a performance.
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Key Knowledge Area: Listening and appraising

Throughout their school career, a Lipson Vale pupil will...

Foundation	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
	<p>Children will respond to different moods in music</p> <ul style="list-style-type: none"> * They will say how a piece of music makes them feel. * they will say whether they like or dislike a piece of music. * They will choose sounds to represent different things. * They will recognise repeated patterns. 	<p>Children will improve their own work</p> <ul style="list-style-type: none"> * They will listen out for specific things when listening to music. *Children will be able to focus on a particular feature of a piece of music and describe effects and moods in connection to this. *Children will be able to give musical ideas about their 	<p>Children will improve their work explaining how it has improved.</p> <ul style="list-style-type: none"> * They will use musical words (the IDMs of music) to describe a piece of music and compositions. * Children will use musical words to describe what they like and dislike. * Children will recognise and understand the musical features and historical 	<p>Children will explain the place of silence and say what effect it has.</p> <ul style="list-style-type: none"> * Children will start to identify the character of a piece of music describing how use of instruments, dynamics and tempo can affect the mood. * They will be able to describe and identify the different purposes of music * They will begin to identify with 	<p>Children will be able to describe, compare and evaluate music using musical vocabulary.</p> <ul style="list-style-type: none"> * Children will explain why they think their music is successful or unsuccessful * They will be able to suggest musical improvements to their own or others' work. * They will choose the most appropriate 	<ul style="list-style-type: none"> * Children will be able to refine and improve their work * They will be able to evaluate how the venue, time, occasion and purpose affects the way a piece of music is created. * They will be able to analyse features within different pieces of music * They will be able to compare and contrast the impact that different composers from different times will have had on the people of the time.



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	*They will follow simple instructions about when to play or sing.	preference for a piece of music. *Children will identify that music uses different rhythms, instruments depending on where it has come from.	background of the work of at least one famous composer.	the style of work of Beethoven, Mozart and Britten, focusing on particular musical features and understand the historical place in which it was written.	tempo for a piece of music * They will be able to contrast the work of famous composers and show preferences.	*Children will be able to evaluate their introductions, musical bridges and endings of their compositions using appropriate musical vocabulary.
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Key Knowledge Area: Composing and improvising

Throughout their school career, a Lipson Vale pupil will...

Foundation	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
	Children will be able to make different sounds with their voice. * They will make different sounds with instruments. * They will be able to identify changes in sounds. * They will be able to repeat (short rhythmic and melodic) patterns.	Children will be able to order sounds to create a beginning, middle and end * They will create music in response to different starting points. * They will choose sounds which create an effect. * They will use symbols to represent sounds.	Children will be able to use different musical dimensions in their composition. * They will create repeated patterns (ostinatos) with different instruments * They will compose melodies and songs using a	Children will be able to use notations to record and interpret sequences of pitches * They will use a simplified standard notation * They will use these notations to record compositions in a small group or on their own.	Children will be able to change sounds or organise them differently to change the effect * They will be able to compose music which meets specific criteria * They will be able to use their notations to record groups of pitches (chords)	Children will be able to use a variety of different musical devices in their composition (including melody, rhythms and chords) *They will select particular musical features for each stage of their compositions. * Children will use different forms of



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	<ul style="list-style-type: none"> * They will repeat and improvise a sequence of sounds. * They will be able to show sounds by using pictures. 	<ul style="list-style-type: none"> * They will make connections between notations and musical sounds. 	<p>specific range of notes.</p> <ul style="list-style-type: none"> * They will create simple accompaniments for tunes(drones) * They will combine different sounds to create a specific mood or feeling *They will begin to build different tempos into their compositions. 	<ul style="list-style-type: none"> *They will use their notation in a performance. *They will build dynamics into their compositions for effect. 	<ul style="list-style-type: none"> * Children will be part of a musical diary process to record aspects of their composition activity. * Children will be able to choose the most appropriate tempos for a piece of music. 	<p>notation and recognise that they serve different purposes.</p> <ul style="list-style-type: none"> * They will be able to combine groups of beats.
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