

Derrymount Primary Music Knowledge Progression Grid

| | Year 1 | Year 2 | Year 3 |
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| Composing and Performing | <p>Know how to use their voice to speak, sing and chant.</p> <p>Know what rhythmic and melodic patterns are and how to clap and repeat them.</p> <p>Know how to make a sequence of sounds.</p> <p>Know how to make different sounds with their voice and instruments. Know how to use instruments to perform. Know and be able to select sounds to represent different things. Know and understand instructions about when to play or sing.</p> | <p>Know what a melody is and be able to sing / follow it. Know what tempo means and sing and clap increasing and decreasing the tempo. Know what a pulse is and perform simple rhythmic patterns and accompaniments keeping a steady pulse.</p> <p>Know how to order sounds to create a beginning, middle and end. Know how to create music in response to different starting points. Know how to play simple rhythmic patterns on an instrument.</p> <p>Know and select different sounds to create an effect.</p> <p>Know that sounds can be represented by symbols. Know how to make connections between notations and musical sounds.</p> | <p>Know how to sing a tune with expression.</p> <p>Know how to play clear notes on instruments.</p> <p>Know how to play repeated patterns with different instruments.</p> <p>Know how to compose melodies and songs and how to create accompaniments for tunes.</p> <p>Know how to combine different sounds and to create specific moods or feelings.</p> |
| | Year 1 | Year 2 | Year 3 |

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| <p>Listening to, Reviewing and Evaluating Music.</p> | <p>Know if they like / dislike a piece of music and be able to say so. Know and respond to different moods in music.</p> | <p>Know how to recognise particular things when listening to music. Know how to improve their own work.</p> | <p>Know and understand musical terms and be able to use them when describing a piece of music or compositions and when describing what they like / dislike about a piece of music. Know and recognise the work of at least one famous composer. Know how to improve their work and explain how they have done this.</p> |
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| | Year 4 | Year 5 | Year 6 |
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| <p>Composing and Performing</p> | <p>Know what pitch means and be able to sing songs from memory with an accurate pitch. Know how to perform simple parts rhythmically. Know how to improvise using repeated patterns. Know how to use notation to record and interpret sequences of pitches. Know how to use notation to record compositions in a small group or individually. Know and understand why silence is often needed in music and be able to explain its effect.</p> | <p>Know when to breathe in the correct place for singing. Know how to maintain their own part whilst others are maintaining theirs. Know how to improvise within a group using melodic and rhythmic phrases. Know how to change sounds or how to organise them differently to change the effect. Know how to compose music which meets specific criteria. Know how to use notation to record groups of pitches (chords). Know how to record aspects of the composition process in a music diary.</p> | <p>Know how to sing in harmony confidently and accurately. Know how to perform parts from memory. Know how to take the lead in a performance. Know a variety of musical devices including melody, rhythms and chords and how to use them in their compositions.</p> |

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| | | Know how to select the most appropriate tempo for a piece of music. | |
| Listening to, Reviewing and Evaluating Music. | <p>Know how to identify the character in a piece of music.</p> <p>Know the different purposes of music and be able to describe these.</p> <p>Know the style of work of Beethoven, Mozart and Elgar.</p> | <p>Know and understand the correct musical vocabulary when describing, comparing and evaluating music.</p> <p>Know how their own or others' work could be improved.</p> <p>Know why they feel a piece of music is successful / unsuccessful and be able to explain this.</p> <p>Know the work of a famous composer and be able to contrast it explaining their preferences.</p> | <p>Know and be able to evaluate how the venue, occasion and purpose affects the way a piece of music is created.</p> <p>Know and be able analyse the features within different pieces of music.</p> <p>Know the impact that different composers from different times have had on people of that time and be able to analyse and contrast them.</p> |