

# Music Knowledge Progression Framework

## Disciplinary Knowledge

	F2	Year 1	Year 2	Year 3
Listen and Appraise	<ul style="list-style-type: none"> <li>Listen to and enjoy different types of music, labelling how it makes them feel.</li> <li>Listen and respond to musical cues eg: tambourine and playtime whistle.</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate music in different ways eg: listening and moving to music.</li> <li>Identify musical elements within a piece of music eg: fast/slow, loud/quiet.</li> </ul>	<ul style="list-style-type: none"> <li>Explain why a piece of music makes them feel/react in a certain way (eg: "this song made me want to dance because it is joyful").</li> <li>Identify musical elements within a piece of music using accurate terminology.</li> <li>Begin to identify some musical instruments from a piece of music.</li> </ul>	<ul style="list-style-type: none"> <li>Identify a range of musical instruments from a piece of music.</li> </ul>
Creating and Composing Music	<ul style="list-style-type: none"> <li>Play different instruments to identify the sounds they make.</li> <li>Clap back simple rhythms.</li> </ul>	<ul style="list-style-type: none"> <li>Clap and repeat short rhythmic and melodic patterns.</li> <li>Explore different ways the same instrument can be played to produce a different sound.</li> <li>Understand when to start and stop playing an instrument.</li> <li>Use instruments and body percussion to play the pulse of a song.</li> <li>Work as part of a group to create a short piece of music.</li> </ul>	<ul style="list-style-type: none"> <li>Create music in response to different stimuli.</li> <li>Use a range of instruments and choose sounds to represent different characters and animals.</li> <li>Play simple rhythmic patterns as well as the pulse of music.</li> <li>Explores types/timbres of sound.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise simple ways to interpret music graphically.</li> <li>Play with an increasing awareness of pitch and quality of sound.</li> <li>Make changes to their work and explain how it has been improved.</li> </ul>

**Singing and Performing**

- Recall and sing nursery rhymes with accompanying actions.

- Make different sounds with their voice.
- Explore chants and songs.
- Sing as part of a large group.
- Learn and sing multiple parts of a song including verses and choruses.

- Sing with an awareness of pitch and tempo.
- Sing multiple parts of a song including verses and choruses with increased accuracy and confidence.
- Sing in small groups.

- Sing with an increased awareness of pitch, tempo, dynamics and pulse.
- Explore songs with different structures eg: Ostinato and rounds.

## Key Vocabulary

### F2

**instruments** – various devices for making music

**music** – a collection of sounds and rhythms that can be made with voices and instruments

**song** – a set of words that are sung with music

### Year 1

#### *In addition to F2...*

**appraise** – to comment and make judgements on a piece of music

**chant** – a repeated phrase or note in a piece of music

**chorus** – a part of a song that is typically repeated after every verse

**dynamics** – the volume of a piece of music

**lyrics** – the words of a song

**melody** – the tune of a song

**pitch** – how high or low a sound is

**pulse** – the regular beat of music (its heartbeat)

**rhythm** – the pattern of sounds withing a piece of music

**tempo** – the speed of a piece of music

**verse** – a section of the song that tells the story

### Year 2

#### *In addition to F2 and Y1...*

**call and response** – two parts that go together, usually like a question and answer

**compose** – to make a new piece of music

**genre** – how to describe different types of music

**pitch** – how high or low a sound is

**timbre** – the individual sounds an instrument makes

**tuned** – an instrument that can make different notes (can change pitch)

**untuned** – an instrument that cannot change pitch