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Year Group	Knowledge	Skills
R	<p>Red: introduced in reception</p> <ul style="list-style-type: none"> To know and recognise the sound and names of some of the instruments they use. A performance is sharing music with other people. Everyone can make music.	<p>Red: introduced in reception</p> <ul style="list-style-type: none"> To move to music by dancing, marching, etc. To copy back short rhythms by clapping or using percussion instruments To sing along to familiar songs To start and stop singing when following a leader. To treat instruments carefully and with respect. To develop musical ideas and interests To create music in response to a specific focus To combine and change their music by purposefully reflecting and reviewing their work To talk about the ideas and processes they have used in their own and others' musical creations To recognise the strengths of their own work and others
1	<p>Red: introduced in year 1</p> <p>Black : introduced in reception</p> <ul style="list-style-type: none"> To know 5 songs off by heart and what they are about. To know and recognise the sound and names of some of the instruments they use. To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals. To know the names of the notes in their instrumental part from memory or when written down. To know the names of the instruments they are playing. To know that improvisation is making up your own music on the spot.	<p>Red: introduced in year 1</p> <p>Black : introduced in reception</p> <ul style="list-style-type: none"> To confidently sing or rap five songs from memory and sing them in unison. To enjoy moving to music by dancing, marching, being animals or pop stars. To find the pulse. To copy back short rhythmic phrases based on words with one and two syllables, whilst marching to the steady beat. To create rhythms for others to copy. To use your voice to sing and copy back using 'la', whilst marching to the steady beat. To sing notes of different pitches (high and low). To make different types of sounds with their voices – e.g. to rap or say words in rhythm.



Juniper Hill School Progression of Knowledge and Skills in Music

	<ul style="list-style-type: none"> To know that when someone improvises, they make up their own music that has never been heard before, is not written down and belongs to them. To know that everyone can improvise. To know that composing is like writing a story with music. To know that everyone can compose. To know that a performance is sharing music with other people, called an audience.	<ul style="list-style-type: none"> To start and stop singing when following a leader. To treat instruments carefully and with respect. To play a tuned instrumental part with the song they perform. To listen to and follow musical instructions from a leader. To listen to a musical phrase and clap your own improvised answer (rhythms of words). To take it in turns to improvise using one or two notes on an instrument. To help to create a simple melody using one, two or three notes. To write down and change the notes of a composition if necessary. To choose a song they have learnt and perform it, adding their own ideas to the performance. To say how they were feeling about their performance.
2	<p>Red: introduced in year 2 Black : introduced in previous year(s)</p> <ul style="list-style-type: none"> To know five songs off by heart. To know some songs have a chorus or a response/answer part. To know that songs have a musical style. To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals. To know that rhythms are different from the steady pulse. To know that we use high, medium and low sounds, pitch, when we sing and play our instruments. To know that unison is everyone singing at the same time. To know that songs can include other ways of using the voice e.g. rapping (spoken word). To know why we need to warm up our voices. To know the names of the notes in their instrumental part from memory or when written down. To know the names of untuned percussion instruments played in class.	<p>Red: introduced in year 2 Black : introduced in previous year(s)</p> <ul style="list-style-type: none"> To confidently know and sing five songs from memory. To move to music by dancing, marching, being animals or pop stars. To say how songs can tell a story or describe an idea. To find the pulse. To listen and copy back short rhythmic phrases based on words with one and two syllables, whilst marching to the steady beat. To create rhythms for others to copy. To listen and use your voice to copy back using 'la', whilst marching to the steady beat. To use voices to sing notes of different pitches (high and low). To make different types of sounds with their voices – e.g. rap (spoken word with rhythm). To find a comfortable singing position. To start and stop singing when following a leader. To treat instruments carefully and with respect. To play a tuned instrumental part in time with the steady pulse. To listen to and follow musical instructions from a leader. To take it in turns to improvise by clapping rhythms.



Juniper Hill School Progression of Knowledge and Skills in Music

	<ul style="list-style-type: none"> To know that improvisation is making up your own music on the spot. To know that when someone improvises, they make up their own tune that has never been heard before, is not written down and belongs to them. To know that everyone can improvise. To know that composing is like writing a story with music. To know that everyone can compose. To know that a performance is sharing music with an audience. To know that a performance can be a special occasion and involve a class, a year group or a whole school. To know that an audience can include your parents and friends.	<ul style="list-style-type: none"> To take it in turns to improvise using one or two notes on a tuned instrument. To help create simple melodies using up to five different notes. To write down and, if necessary, change the notes of the composition. To choose a song they have learnt and perform it, adding their own ideas to the performance. To say how they were feeling about the performance.
3	<p>Red: introduced in year 3 Black : introduced in previous year(s)</p> <ul style="list-style-type: none"> To know five songs from memory, who sang them or wrote them and the style they are in. To choose one song and be able to recall: the meaning of its lyrics (what the song is about); any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch); identify the main sections of the song (introduction, verse, chorus etc.); name some of the instruments they heard in the song. To know the difference between pulse and rhythm. To know how pulse, rhythm and pitch work together to create a song. To know that every piece of music has a pulse/steady beat. To know the difference between a musical question and an answer. To know that singing in a group can be called a choir. To know that a leader or conductor is a person who the choir or group follow. To know that songs can make you feel different things e.g. happy, energetic or sad.	<p>Red: introduced in year 3 Black : introduced in previous year(s)</p> <ul style="list-style-type: none"> To confidently identify and move to the pulse. To think about what the words of a song mean. To discuss how a song makes them feel. To listen carefully and respectfully to other people's thoughts about the music. To lead the class with simple rhythms for the rest of the class to copy back. To copy back a short riff including two pitches with instruments, without and then with notation. To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To explore singing solo. To sing with awareness of being 'in tune'. To have an awareness of the pulse internally when singing. To treat instruments carefully and with respect. To rehearse and perform an appropriate differentiated part on a tuned instrument, from memory or using notation, within the context of the song.



Juniper Hill School Progression of Knowledge and Skills in Music

	<ul style="list-style-type: none">🎵 To know that you must listen to each other when singing as part of a group.🎵 To know why you must warm up your voice.🎵 To know and be able to talk about the instruments used in class (a glockenspiel, a recorder)🎵 To know that improvisation is making up your own music on the spot.🎵 To know that when someone improvises, they make up their own tune that has never been heard before, is not written down and belongs to them.🎵 To know that using one or two notes confidently is better than using five when improvising.🎵 To know that if you improvise using the notes you are given, you cannot make a mistake.🎵 To know that a composition is music that is created by you and kept in some way. It's like writing a story and it can be played or performed again to your friends.🎵 To know that there are different ways of recording compositions (letter names, symbols, audio etc.)🎵 To know that performing is sharing music with other people, an audience.🎵 To know that a performance can be to one person or to many people.🎵 To know that when preparing for a performance, you need to know and have planned everything that will be performed.🎵 To know that when performing, you must sing or rap the words clearly and play with confidence.🎵 To know that a performance can be a special occasion and involve an audience, including of people you don't know.🎵 To know that a performance is planned and different for each occasion.🎵 To know that a performance involves communicating feelings, thoughts and ideas about the song/music.	<ul style="list-style-type: none">🎵 To listen to and follow musical instructions from a leader.🎵 To take it in turns to improvise using three different notes.🎵 To help create at least one simple melody using one, three or five different notes.🎵 To plan and compose a section of music that can be performed within the context of the unit song, and talk about how it was created.🎵 To listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.🎵 To record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).🎵 To choose what to perform and create a programme.🎵 To communicate the meaning of the words and clearly articulate them when performing.🎵 To consider the best place to be when performing and how to stand or sit.🎵 To review the performance and by saying how they were feeling, what they were pleased with, and what they would change and why.
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Juniper Hill School Progression of Knowledge and Skills in Music

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Red: introduced in year 4

Black : introduced in previous year(s)

-  To know five songs from memory, who sang them or wrote them and the style they are in.
-  To choose one song and be able to recall: some of the style indicators of that song (musical characteristics that give the song its style); the lyrics: what the song is about; any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch); identify the main sections of the song (introduction, verse, chorus etc); name some of the instruments they heard in the song.
-  To know how pulse, rhythm and pitch work together.
-  To know that rhythm is the long and short patterns over the pulse.
-  To know the difference between pulse and rhythm.
-  To know that pitch is the high, medium and low sounds that create melodies.
-  To know that singing in a group can be called a choir.
-  To know that a leader or conductor is a person who the choir or group follow.
-  To know that songs can make you feel different things e.g. happy, energetic or sad.
-  To know that you must listen to each other when singing as part of a group or ensemble.
-  To know that texture is how many people are making music at the same time, e.g. a solo singer makes a thinner texture than a large group.
-  To know why you must warm up your voice.
-  To know the names of and the features of the instruments used in class (a glockenspiel, recorder or xylophone).
-  To know the names of other instruments they might play or be played in a band or orchestra or by their friends.

Red: introduced in year 4

Black : introduced in previous year(s)

-  To confidently identify and move to the pulse.
-  To keep the internal pulse
-  To talk about the musical dimensions working together in the songs studied, eg if the song gets louder in the chorus (dynamics).
-  To talk about the music and how it makes them feel.
-  To listen carefully and respectfully to other people's thoughts about the music.
-  To try to use musical words when talking about music.
-  To create musical ideas for the group to copy or respond to.
-  To copy back a riff including two pitches with instruments, without and then with notation.
-  To sing in unison and in simple two-parts.
-  To demonstrate a good singing posture.
-  To follow a leader when singing.
-  To explore singing solo.
-  To sing with awareness of being 'in tune'.
-  To rejoin the song if lost.
-  To listen to the group when singing.
-  To treat instruments carefully and with respect.
-  To play their differentiated part on a tuned instrument, from memory or using notation.
-  To rehearse and perform their part within the context of the song.
-  To listen to and follow musical instructions from a leader.
-  To experience leading the playing by making sure everyone plays in the playing section of the song.
-  To take it in turns to improvise using three different notes.
-  To help create at least one simple melody using up to five different notes.
-  To plan and create a section of music that can be performed within the context of the song, and talk about how it was created.



Juniper Hill School Progression of Knowledge and Skills in Music

	<ul style="list-style-type: none"> To know that improvisation is making up your own music on the spot. To know that when someone improvises, they make up their own music that has never been heard before. It is not written down and belongs to them. To know that using one or two notes confidently is better than using five when improvising. To know that if you improvise using the notes you are given, you cannot make a mistake. To know that you can use (maggie) some of the riffs you have heard in the challenges or songs in your improvisations. To know that a composition is music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. To know that there are different ways of recording compositions (letter names, symbols, audio etc.) To know that performing is sharing music with other people, an audience. To know that when performing, you need to know and have planned everything that will be performed, and you must sing or rap the words clearly and play with confidence. To know that a performance can be a special occasion and involve an audience including of people you don't know. To know that a performance is planned and different for each occasion To know that a performance involves communicating feelings, thoughts and ideas about the song/music	<ul style="list-style-type: none"> To listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. To record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). To choose what to perform and create a programme. To present a musical performance designed to capture the audience. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with, what they would change and why.
5	<p>Red: introduced in year 5 Black : introduced in previous year(s)</p> <ul style="list-style-type: none"> To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? To know the style of the five songs and to name other songs in those styles.	<p>Red: introduced in year 5 Black : introduced in previous year(s)</p> <ul style="list-style-type: none"> To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.



Juniper Hill School Progression of Knowledge and Skills in Music

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| <ul style="list-style-type: none">🎵 To choose three songs and know about: some of the style indicators of the songs (musical characteristics that give the songs their style); the lyrics (what the songs are about); any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch); the main sections of the songs (intro, verse, chorus etc.); name some of the instruments they heard in the songs; the historical context of the songs (what else was going on at this time?); singing in unison, the solo, lead vocal, backing vocals, rapping, etc.🎵 To know how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song.🎵 To know how to keep the internal pulse.🎵 To know and explain the importance of warming up your voice.🎵 To know different ways of writing music down – e.g. staff notation, symbols.🎵 To know the notes C, D, E, F, G, A, B + C on the treble stave.🎵 To know the names of the instruments they play or might be played in a band or orchestra or by their friends🎵 To know that improvisation is making up your own music on the spot.🎵 To know that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.🎵 To know that using one or two notes confidently is better than using five when improvising.🎵 To know that if you improvise using the notes you are given, you cannot make a mistake.🎵 To know that you can use (magpie)some of the riffs you have heard in the challenges in your improvisations.🎵 To know three well-known improvising musicians🎵 To know that a composition is music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. | <ul style="list-style-type: none">🎵 To listen carefully and respectfully to other people's thoughts about the music.🎵 To try to use musical words when talking about music.🎵 To talk about the musical dimensions working together in the songs studied.🎵 To talk about the music and how it makes you feel.🎵 To copy back rhythms based on the words of the main song, including syncopated and off beat rhythms.🎵 To copy back melodic riffs using simple and syncopated rhythm patterns, by ear and with notation.🎵 To lead the class by inventing rhythms for them to copy back.🎵 To participate in musical questions and answers using three different notes.🎵 To sing in unison and to sing backing vocals.🎵 To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.🎵 To explore singing solo.🎵 To listen to the group when singing.🎵 To demonstrate a good singing posture.🎵 To follow a leader when singing.🎵 To experience rapping and solo singing.🎵 To listen to each other and be aware of how you fit into the group.🎵 To sing with awareness of being 'in tune'.🎵 To play a musical instrument with the correct technique within the context of the song.🎵 To select and learn a differentiated instrumental part from memory or using notation.🎵 To rehearse and perform their part within the context of the song.🎵 To listen to and follow musical instructions from a leader.🎵 To lead a rehearsal session.🎵 To copy back simple riffs using instruments.🎵 To improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A, B (pentatonic scale/a five-note pattern) |
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Juniper Hill School Progression of Knowledge and Skills in Music

	<ul style="list-style-type: none"> To know that a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure. To know that musical notation connects sounds and symbols. To know that performing is sharing music with other people, an audience. To know that everything that will be performed must be planned and learned, and you must sing or rap the words clearly and play with confidence. To know that a performance can be a special occasion and involve an audience including of people you don't know. To know that a performance is planned and different for each occasion. To know that a performance involves communicating ideas, thoughts and feelings about the song/music	<ul style="list-style-type: none"> To create simple melodies using up to five different notes and simple rhythms that work musically with the style of the song. To explain the keynote or home note and the structure of the melody. To listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. To record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about their performance – what went well and what could they improve?
6	<p>Red: introduced in year 6 Black : introduced in previous year(s)</p> <ul style="list-style-type: none"> To know five songs from memory, who sang or wrote them, when they were written and why? To know the style of the songs and to name other songs in those styles. To choose three or four other songs and know about: the style indicators of the songs (musical characteristics that give the songs their style); the lyrics (what the songs are about); any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre); the structure of the songs (intro, verse, chorus etc.); some of the instruments used in the songs; the historical context of the songs (what else was going on at this time, musically and historically?); singing in unison, the solo, lead vocal, backing vocals, rapping, etc. To know that we each have a musical identity.	<p>Red: introduced in year 6 Black : introduced in previous year(s)</p> <ul style="list-style-type: none"> To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. To listen carefully and respectfully to other people's thoughts about the music. To use musical words when talking about the songs. To talk about the musical dimensions working together in songs. To talk about the music and how it makes you feel, using musical language to describe the music. To create musical ideas for the group to copy or respond to. To copy back rhythms that include syncopated or off beat rhythms. To copy back melodic riffs using simple and syncopated rhythm patterns. To copy back three-note riffs by ear and with notation.








Juniper Hill School Progression of Knowledge and Skills in Music

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| <ul style="list-style-type: none"> To know how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music. To know how to keep the internal pulse. To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. To know about the style of the songs so you can represent the feeling and context to your audience To know and explain the importance of warming up your voice To know about different ways of writing music down – e.g. staff notation, symbols. To know the notes C, D, E, F, G, A, B, C on the treble stave To know the instruments that might be played in a band or orchestra or by their friends. To know that improvisation is making up your own music on the spot. To know that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one, two or three notes confidently is better than using five when improvising. To know that if you improvise using the notes you are given, you cannot make a mistake. To know that you can use (magpie) some of the riffs and licks you have learnt in the challenges in your improvisations. To know three well-known improvising musicians. To know that a composition is music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. To know that a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure. To know that notation connects sounds and symbols. | <ul style="list-style-type: none"> To participate in musical questions and answers using three different notes. To sing in unison and to sing backing vocals. To demonstrate a good singing posture. To follow a leader when singing. To rap. To sing solo. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'. To play a musical instrument with the correct technique within the context of the song. To select and learn a differentiated instrumental part, from memory or using notation. To rehearse and perform their part within the context of the song. To listen to and follow musical instructions from a leader. To lead a rehearsal session. To improvise with a feeling for the styles of Bossa Nova and Swing using the notes D, E, G, A, B (pentatonic scale/a five-note pattern) To create simple melodies using up to five different notes and simple rhythms that work musically with the style of the song. To explain the keynote or home note and the structure of the melody. To listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. To record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about their performance – what went well and what could be improved. |
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Juniper Hill School Progression of Knowledge and Skills in Music

	<ul style="list-style-type: none"> To know that performing is sharing music with an audience with belief. To know that everything that will be performed must be planned and learned, and you must sing or rap the words clearly and play with confidence. To know that a performance can be a special occasion and involve an audience including of people you don't know. To know that a performance is planned and different for each occasion. To know that a performance involves communicating ideas, thoughts and feelings about the song/music.	
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