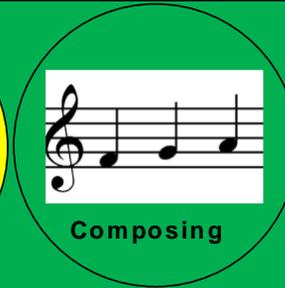
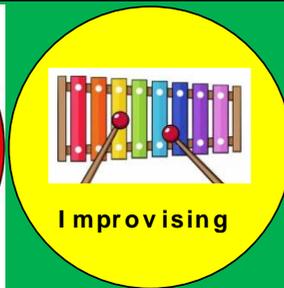


# Progression of Knowledge



Lense	Listen & Appraise	Singing	Improvising	Composition	Performance
Year 3	<ul style="list-style-type: none"> <li>To know the style of the songs they look into.</li> <li>To choose one song and be able to talk about:                             <ul style="list-style-type: none"> <li>Its lyrics: what the song is about</li> <li>Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>Identify the main sections of the song (introduction, verse, chorus etc.)</li> <li>Name some of the instruments they heard in the song.</li> </ul> </li> </ul>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>Singing in a group can be called a choir</li> <li>Leader or conductor: A person who the choir or group follow</li> <li>Songs can make you feel different things e.g. happy, energetic or sad</li> <li>Singing as part of an ensemble or large group is fun, but that you must listen to each other</li> <li>To know why you must warm up your voice</li> </ul>	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>Improvisation is making up your own tunes on the spot</li> <li>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them</li> <li>To know that using one or two notes confidently is better than using five</li> <li>To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>To know that improvisation can be used to enhance pictures, moods and stories</li> </ul>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>A composition: 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.</li> <li>Different ways of recording compositions (letter names, symbols, audio etc.)</li> </ul>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>Performing is sharing music with other people, an audience</li> <li>A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>You need to know and have planned everything that will be performed</li> <li>You must sing or rap the words clearly and play with confidence</li> <li>A performance can be a special occasion and involve an audience including of people you don't know</li> <li>It is planned and different for each occasion</li> <li>It involves communicating feelings, thoughts and ideas about the song/music</li> </ul>
Year 4	<p>To know a song from memory and who sang them or wrote them.</p> <ul style="list-style-type: none"> <li>To know some of the style indicators of that song (musical characteristics that give the song its style).</li> <li>The lyrics: what the song is about.</li> <li>Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch).</li> <li>Identify the main sections of the song (introduction, verse, chorus etc).</li> </ul>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>Singing in a group can be called a choir</li> <li>Leader or conductor: A person who the choir or group follow</li> <li>Songs can make you feel different things e.g. happy, energetic or sad</li> </ul>	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>Improvisation is making up your own tunes on the spot</li> <li>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> </ul>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>A composition: 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.</li> </ul>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>Performing is sharing music with other people, an audience</li> <li>A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>You need to know and have planned everything that will be performed</li> <li>You must sing or rap the words clearly and play with confidence</li> </ul>

	<ul style="list-style-type: none"> <li>● Name some of the instruments they heard in the song.</li> </ul>	<ul style="list-style-type: none"> <li>● Singing as part of an ensemble or large group is fun, but that you must listen to each other</li> <li>● Texture: How a solo singer makes a thinner texture than a large group</li> <li>● To know why you must warm up your voice</li> </ul>	<ul style="list-style-type: none"> <li>● To know that using one or two notes confidently is better than using five</li> <li>● To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>● To know that you can use some of the riffs you have heard in the songs in your improvisations</li> </ul> <p>To know that improvisations can be used to represent feelings and moods.</p>	<ul style="list-style-type: none"> <li>● Compositions need a defined plan and recognizable structure</li> <li>● Different ways of recording compositions (letter names, symbols, audio etc.)</li> </ul>	<ul style="list-style-type: none"> <li>● A performance can be a special occasion and involve an audience including of people you don't know</li> <li>● It is planned and different for each occasion</li> <li>● It involves communicating feelings, thoughts and ideas about the song/music</li> </ul> <p>Performing in a group requires a sense of ensemble and for you to be aware of the other performers in the group.</p>
Year 5	<ul style="list-style-type: none"> <li>● To know songs from memory, who sang or wrote them, when they were written and, if possible, why?</li> <li>● To know the style of the songs and to name other songs they may know in those styles.</li> <li>● To know what the main musical dimensions are that have been considered in the song and be able to explain how they are</li> <li>● To know the structure of pieces of music and why this is effective for the piece.</li> <li>● To know the place in history of the piece of music and what was happening in the world at this time.</li> </ul>	<ul style="list-style-type: none"> <li>● To know why it is important to correctly warm up your voice.</li> <li>● To know the lyrics to a song by memory.</li> <li>● To know the main features of a song in preparation for singing it themselves e.g the structure/texture</li> </ul>	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>● Improvisation is making up your own tunes on the spot</li> <li>● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>● To know that using one or two notes confidently is better than using five</li> <li>● To know the correct notes to use when improvising with the song</li> <li>● To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>● To know that you can use some of the riffs you have heard in the song to support the improvisations</li> <li>● To know and recall a well-known improvising musician</li> </ul>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● A composition: 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.</li> <li>● A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</li> <li>● Know that there is a connection between the symbol and sound when reading notation</li> </ul>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● Performing is sharing music with other people, an audience</li> <li>● A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>● Everything that will be performed must be planned and learned</li> <li>● You must sing or rap the words clearly and play with confidence</li> <li>● A performance can be a special occasion and involve an audience including of people you don't know</li> <li>● It is planned and different for each occasion</li> <li>● A performance involves communicating ideas, thoughts and feelings about the song/music</li> <li>● Performing requires a sense of ensemble where each performer is aware of the others and is part of the overall performance</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>● To know five songs from memory, who sang or wrote them, when they were written and why?</li> <li>● To know the style of the songs and to name other songs from the Units in those styles.</li> <li>● To choose three or four other songs and be able to talk about: <ul style="list-style-type: none"> <li>○ The style indicators of the songs (musical</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● To know and be able to explain using key vocabulary the importance of warming up the vocal chords</li> <li>● To know about the style of the songs so you can represent the feeling and context to your audience</li> </ul>	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>● Improvisation is making up your own tunes on the spot</li> <li>● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> </ul>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or</li> </ul>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● Performing is sharing music with an audience with belief</li> <li>● A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>● Everything that will be performed must be planned and learned</li> </ul>

	<p>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) ○ Identify the structure of the songs (intro, verse, chorus etc.) ○ Name 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? ○ Know and talk about that fact that we each have a musical identity</p>	<ul style="list-style-type: none"> <li>● To know the lyrics to a song by memory.</li> <li>● To know the musical dimensions of the song in preparation for performing the song themselves</li> </ul>	<ul style="list-style-type: none"> <li>● To know that using one, two or three notes confidently is better than using five</li> <li>● To know the correct notes to use when improvising with the song</li> <li>● To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>● To know that the riffs learned in the song can support improvisations</li> <li>● To know three well-known improvising musicians</li> </ul>	<p>performed again to your friends.</p> <ul style="list-style-type: none"> <li>● The importance of the musical dimensions when composing a piece of music</li> <li>● Know the relation between the symbols and pitch/duration of the notes when reading notation</li> </ul>	<ul style="list-style-type: none"> <li>● You must sing or rap the words clearly and play with confidence</li> <li>● A performance can be a special occasion and involve an audience including of people you don't know</li> <li>● It is planned and different for each occasion</li> <li>● A performance involves communicating ideas, thoughts and feelings about the song/music</li> <li>● Performing requires a sense of ensemble where each performer is aware of the others and is part of the overall performance</li> </ul>
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