



St. Peter's Elwick CofE Primary School
 Music Disciplinary Knowledge Strand Progression Document

	EYFS	Y1/2	Y3/4	Y5/6
<p><u>Technical</u></p> <p>(Performing)</p> <p>Charanga: Area 3</p> <p>Singing</p> <p>Music Technology</p>	<ul style="list-style-type: none"> - To sing or rap nursey rhymes or simple songs from memory. - To know that songs have different sections. - To sing along with a pre-recorded song and add actions. - To sing along with a backing track. - To know that a performance is sharing music. - To perform any of the nursery rhymes by singing and adding actions or dance. 	<ul style="list-style-type: none"> - Demonstrate an awareness of pulse/beat when listening moving to and performing music. - Demonstrate a basic understanding of the importance of posture and technique when performing. 	<ul style="list-style-type: none"> - Demonstrate an awareness of pulse/beat when listening, moving to and performing music. - Demonstrate an understanding of the importance of posture, diction and technique when performing. - When planning, rehearsing, introducing and performing the song: Makes connections between the music encountered and the social theme. 	<ul style="list-style-type: none"> - Demonstrates with confidence an awareness of pulse/beat when listening, moving to and performing music. - Demonstrates and can explain an understanding of the importance of posture, diction and technique when performing. - When planning, rehearsing, introducing and performing the song: Makes connections between the music

	<ul style="list-style-type: none">- To perform any nursery rhymes or songs adding a simple instrumental part.- To talk about a performance.		<p>Introduces the performance with context, demonstrating the song, the learning process and any other relevant connections.</p> <ul style="list-style-type: none">- Applies learning.	<p>encountered and the social theme. Introduces the performance with context, demonstrating the song, the learning process and any other relevant connections.</p> <ul style="list-style-type: none">- Applies learning.
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	EYFS	Y1/2	Y3/4	Y5/6
<p><u>Expressive</u></p> <p>(Listening and responding)</p> <p>Charanga: Area 1</p>	<ul style="list-style-type: none"> - To understand that music can make us feel a certain way. - To be able to move to music by dancing, marching etc. - To know several nursey rhymes off by heart. - To know the stories of some of the nursey rhymes. - To know that we can move with the pulse of the music. - To know that the words of songs can tell stories and paint pictures. - To find the pulse by copying. - To find different ways to keep the pulse. 	<ul style="list-style-type: none"> - Demonstrate an understanding and appropriate use of musical language (including basic musical elements). - Demonstrate a basic understanding of how feelings can connect with/relate to music. - Demonstrate some basic understanding of musical style. 	<ul style="list-style-type: none"> - Demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior learning and new learning. - Can identify and describe feelings as they relate to music. - Demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections to music. - Can identify and describe a variety of contrasting feelings as they relate to music. 	<ul style="list-style-type: none"> - Demonstrate an understanding and appropriate use of musical language from both prior and new learning. - Can identify and describe a variety of contrasting feelings as they relate to music. - Demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections and the context of the music.

	EYFS	Y1/2	Y3/4	Y5/6
<p><u>Constructive</u></p> <p>(Composing)</p> <p>Charanga: Area 2</p>	<ul style="list-style-type: none"> - To copy basic rhythm patterns of single words, building to short phrases from the song. - To explore high or low using voices and some instruments. - To invent a pattern using one pitched note, keep the pulse throughout and begin to create simple 2 note patterns to accompany the song. 	<ul style="list-style-type: none"> - Demonstrate an understanding of basic differences in pitch (high and low) and note duration (long and short). - Demonstrate an understanding of the basic concepts of improvisation and composition. 	<ul style="list-style-type: none"> - Make informed decisions as to which notes to use when composing and improvising with the song. - Can create a four or six-beat melody. - When playing instrumental parts with the song, children can follow the instrumental part on the screen, playing by ear or with the notation provided. 	<ul style="list-style-type: none"> - Make informed decisions as to which notes to use when composing and improvising with the song. - Can create a four or six-beat melody. - When playing instrumental parts with the song, children can follow the instrumental part on the screen, playing by ear or with the notation provided. - In Year 6 this includes any musical expression considered for the performance.