



Danson Primary School – Music – Listen and Appraise Knowledge & Skills Progression

	Listen and Appraise	Games	Singing	Playing	Improvisation	Composition	Performance
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	<ul style="list-style-type: none"> -To know 5 songs/ rhymes off by heart. -To know the stories of some nursery rhymes. 	<ul style="list-style-type: none"> -To know 5 songs off by heart. -To know what the songs are about. -To know and recognise the sound and names of some of the instruments they use. 	<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. 	<ul style="list-style-type: none"> -To know five songs from memory and who sang them or wrote them. -To know the style of the five songs. To choose one song and be able to talk about: <ul style="list-style-type: none"> -Its lyrics: what the song is about -Any musical dimensions featured in the song, and where they are used -Identify the main sections of the song (introduction, verse, chorus etc.) -Name some of the instruments they heard in the song 	<ul style="list-style-type: none"> To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about: <ul style="list-style-type: none"> -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. 	<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 from the Units in those styles. To choose two or three other songs and be able to talk about: <ul style="list-style-type: none"> -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) -Identify the main sections of the songs (intro, verse, chorus etc.) 	<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 from the Units in those styles. To choose three or four other songs and be able to talk about: <ul style="list-style-type: none"> - 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) o Identify the structure of the songs (intro, verse, chorus etc.) -Name some of the instruments used in the songs



						<ul style="list-style-type: none"> -Name some of the instruments they heard in the songs -The historical context of the songs. What else was going on at this time? 	<ul style="list-style-type: none"> -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
Skills	<ul style="list-style-type: none"> -To recognise that music can touch your feelings. -To move to music by dancing, marching, being animals or Pop stars. 	<ul style="list-style-type: none"> -To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. 	<ul style="list-style-type: none"> -To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. -To learn how songs can tell a story or describe an idea. 	<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 take it in turn to discuss how the song makes them feel. -Listen carefully and respectfully to other people's thoughts about the music. 	<ul style="list-style-type: none"> -To confidently identify and move to the pulse. - To talk about the musical dimensions working together in the Unit songs e.g. if the song gets louder in the chorus (dynamics). -Talk about the music and how it makes them feel. - Listen carefully and respectfully to other people's thoughts about the music. -When you talk, try to use musical words. 	<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. -Listen carefully and respectfully to other people's thoughts about the music. -When you talk, try to use musical words. -To talk about the musical dimensions working together in the Unit songs. -Talk about the music and how it makes you feel. 	<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. -Listen carefully and respectfully to other people's thoughts about the music. -Use musical words when talking about the songs. -To talk about the musical dimensions working together in the Unit songs. -Talk about the music and how it makes you feel, using musical language to describe the music.
Vocabulary	EYFS Vocabulary List (Pg2)	Year 1 Vocabulary List (Pg3)	Year 2 Vocabulary List (Pg5)	Year 3 Vocabulary List (Pg7)	Year 4 Vocabulary List (Pg9)	Year 5 Vocabulary List (Pg11)	Year 6 Vocabulary List (Pg13)