



Danson Primary School – Music – Games 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 | <p>-To know that we can move with the pulse of the music.</p> <p>-To know that the words of songs can tell stories and paint pictures.</p> | <p>-To know that music has a steady pulse, like a heartbeat.</p> <p>-To know that we can create rhythms from words, our names, favourite food, colours and animals.</p> | <p>-To know that music has a steady pulse, like a heartbeat.</p> <p>-To know that we can create rhythms from words, our names, favourite food, colours and animals.</p> <p>Rhythms are different from the steady pulse. -We add high and low sounds, pitch, when we sing and play our instruments.</p> | <p>-Know how to find and demonstrate the pulse. -Know the difference between pulse and rhythm. -Know how pulse, rhythm and pitch work together to create a song.</p> <p>-Know that every piece of music has a pulse/steady beat.</p> <p>-Know the difference between a musical question and an answer.</p> | <p>Know and be able to talk about:</p> <p>-How pulse, rhythm and pitch work together</p> <p>-Pulse: Finding the pulse – the heartbeat of the music -Rhythm: the long and short patterns over the pulse -Know the difference between pulse and rhythm - Pitch: High and low sounds that create melodies</p> <p>-How to keep the internal pulse</p> <p>-Musical Leadership: creating musical ideas for the group to copy or respond to</p> | <p>Know and be able to talk about:</p> <p>-How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song</p> <p>-How to keep the internal pulse</p> <p>-Musical Leadership: creating musical ideas for the group to copy or respond to</p> | <p>Know and be able to talk about:</p> <p>-How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music -How to keep the internal pulse</p> <p>-Musical Leadership: creating musical ideas for the group to copy or respond to</p> |
| Skills | <p>-Find the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse.</p> <p>-Copy basic rhythm patterns of single words, building to</p> | <p>-Find the pulse. Choose an animal and find the pulse</p> <p>-Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat.</p> | <p>-Find the pulse. Choose an animal and find the pulse.</p> <p>-Copy back short rhythmic phrases based on words, with one and two syllables whilst marching the steady beat.</p> | <p>-Find the Pulse</p> <p>-Rhythm Copy Back:</p> <p>a. Bronze: Clap and say back rhythms</p> <p>b. Silver: Create your own simple rhythm patterns</p> <p>c. Gold: Perhaps lead the class using their simple rhythms</p> | <p>-Find the Pulse</p> <p>-Clap and say back rhythms</p> <p>-Create your own simple rhythm patterns</p> <p>-Lead the class using their simple rhythms</p> <p>-Copy back – ‘Listen and sing back’ (no notation)</p> | <p>-Find the pulse</p> <p>-Copy back rhythms based on the words of the main song, that include syncopation/off beat</p> <p>-Copy back one-note riffs using simple and syncopated rhythm patterns - Lead the class by inventing</p> | <p>-Find the pulse</p> <p>-Copy back rhythms based on the words of the main song, that include syncopation/off beat</p> <p>-Copy back one-note riffs using simple and syncopated rhythm patterns -</p> |



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| | <p>short phrases from the song/s.</p> <ul style="list-style-type: none"> -Explore high and low using voices and sounds of characters in the songs. Listen to high-pitched and low-pitched sounds on a glockenspiel. -Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song. -Add a 2-note melody to the rhythm of the words. Playing with two pitched notes to invent musical patterns. | <ul style="list-style-type: none"> -Create rhythms for others to copy -Use your voices to copy back using 'la', whilst marching to the steady beat -Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la'. | <ul style="list-style-type: none"> -Create rhythms for others to copy. -Use your voices to copy back using 'la', whilst marching the steady beat. -Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la' | <ul style="list-style-type: none"> -Pitch Copy Back Using 2 Notes a. Bronze: Copy back – 'Listen and sing back' (no notation) b. Silver: Copy back with instruments, without then with notation c. Gold: Copy back with instruments, without and then with notation -Pitch Copy Back and Vocal Warm-ups | <ul style="list-style-type: none"> -Copy back with instruments, without then with notation -Copy back with instruments, without and then with notation | <ul style="list-style-type: none"> rhythms for others to copy back -Copy back two-note riffs by ear and with notation -Question and answer using two different notes -Lead the class by inventing rhythms for them to copy back -Copy back three-note riffs by ear and with notation - Question and answer using three different notes | <ul style="list-style-type: none"> Lead the class by inventing rhythms for others to copy back -Copy back two-note riffs by ear and with notation o Question and answer using two different notes -Lead the class by inventing rhythms for them to copy back -Copy back three-note riffs by ear and with notation - Question and answer using three different notes |
| 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) |