

Learn and Grow Together

Music Declarative Knowledge Progression 2025-2026 Get Set 4 Music Scheme			
Nursery	<i>Listening</i>	<i>Composing</i>	<i>Performing</i>
	<ul style="list-style-type: none"> To know that instruments make different sounds. To know that music can be loud or quiet and fast or slow and this makes me feel differently. To know how to sing the pitch of a tone sung by another person 'pitch match' (DM – 3-4) 	<ul style="list-style-type: none"> To know that different instruments make different sounds. 	<ul style="list-style-type: none"> To know that when singing I can move my voice higher and lower. To know to watch and listen to others to start and stop together. To know how to play different instruments e.g. shake, scrape, hit, blow.
Reception	<i>Listening</i>	<i>Composing</i>	<i>Performing</i>
	<ul style="list-style-type: none"> To know that instruments can be played in different ways and this makes different sounds. To know that when the music changes speed (tempo) so does my movement. To know that music can be loud or quiet and fast or slow and this makes me feel differently. To know that sound effects can be used to show what a piece of music is about. 	<ul style="list-style-type: none"> To know that different instruments make different sounds. To know that I can order images to create sounds. To understand that the words of a song will help me to decide on actions or sounds. 	<ul style="list-style-type: none"> To know that when singing I can move my voice higher and lower. To know that 'ta' is one sound and 'titi' is two sounds. To know to watch and listen to others to start and stop together. To know how to play different instruments e.g. shake, scrape, hit, blow.
Year 1	<i>Listening</i>	<i>Composing</i>	<i>Performing</i>

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	<ul style="list-style-type: none"> To justify preference when listening to various styles of music and understand that other people may have different opinions. To begin to use music terminology to describe the changes e.g. the tempo got faster. To know that instruments are played differently e.g. hit, shaken, and this produces different sounds. 	<ul style="list-style-type: none"> To know that playing an instrument with less force or effort will make it sound quieter. To know that I can use images and symbols to create a score showing when to play and when to stop. To know to explore different ideas before deciding what to do 	<ul style="list-style-type: none"> To know that the pulse is the steady beat of the music. To know that standing up tall with my shoulders back will help improve my singing. To know that images and symbols on a score show me when to play and when to stop. To know that different hand signals tell me how to play or sing. To know to make eye contact with my group and the audience when performing.
Year 2	<i>Listening</i>	<i>Composing</i>	<i>Performing</i>
	<ul style="list-style-type: none"> To know the meaning of tempo, dynamics and pitch. To know that instruments are made of different materials and this creates different timbres. 	<ul style="list-style-type: none"> To know that different sounds can be used to represent different characters, emotions and moods. To know that changing the size of an image or how often it appears can show changes in dynamics and tempo. To know that ideas can be represented through movement, singing and playing. 	<ul style="list-style-type: none"> To know that listening to the starting pitch will help me to start and stay in tune. To know that if a symbol sits higher in space it represents a higher pitch. To know when and how to play by following signals. To be aware of the expectations when listening to others perform and when performing to an audience.
Year 3	<i>Listening</i>	<i>Composing</i>	<i>Performing</i>
	<ul style="list-style-type: none"> To know that composers use the inter-related dimension to help to 	<ul style="list-style-type: none"> To know that combining rhythm and pitch gives us a melody. 	<ul style="list-style-type: none"> To know that a drone is usually played on beat 1 and

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	<ul style="list-style-type: none"> tell the message of the piece. To know that the orchestra is made up of different sections and families of instruments. 	<ul style="list-style-type: none"> To understand that I can combine rhythm with pitch to create rising and falling phrases. To know that having a clear beginning and end will help with the overall sound of the piece. 	<ul style="list-style-type: none"> rings out for the other beats. To know the values of a crotchet, paired quavers and minim and understand that where they are placed on the stave shows the pitch. To demonstrate an understanding of my own role within the ensemble and know that playing to a steady pulse will help us to start, stop and stay together. To know to watch others so that I know when to play.
Year 4	<i>Listening</i>	<i>Composing</i>	<i>Performing</i>
	<ul style="list-style-type: none"> To know that different eras and genres have key features that help to define them. To know the role of different instruments within a genre e.g. the apito whistle is the role of the leader. 	<ul style="list-style-type: none"> To know that applying the inter-related dimensions of music can create effects in response to a stimulus. To understand that a pentatonic scale uses five notes. To know that structuring my work will help with the overall effectiveness of a piece. 	<ul style="list-style-type: none"> To know when to breathe developing an awareness of phrase. To understand that a neutral clef is used for untuned instruments. To know that rhythm grids can be performed in different ways to change the sound. To understand the importance of knowing how to start and finish a piece. To know that different styles of music should be performed in different ways.
Year 5	<i>Listening</i>	<i>Composing</i>	<i>Performing</i>
	<ul style="list-style-type: none"> To know the features of different styles of music to justify 	<ul style="list-style-type: none"> To know that repeating a musical idea helps to develop the sound of 	<ul style="list-style-type: none"> To know that the strong beat 1 of each bar will help

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	<p>placement.</p> <ul style="list-style-type: none"> To know that instruments from different genres or eras have similarities in how they are played. 	<p>the overall piece.</p> <ul style="list-style-type: none"> To know that certain pitches compliment each other when accompanying a melody. To know that composition involves using a variety of instruments, different pitches, repeated and contrasting rhythms, and the inter-related dimensions 	<ul style="list-style-type: none"> me to play and sing in time. To understand the differences between semibreves, minims, crotchets and crotchet rests and paired quavers. To understand the differences between 2/4, 3/4 and 4/4 time signatures. To know that eye contact during the performance will help us to stay in time and bring the piece together as a performance. To know that a performance starts before we play/sing and finishes after so consideration of how we enter and exit affects the performance.
Year 6	<i>Listening</i>	<i>Composing</i>	<i>Performing</i>
	<ul style="list-style-type: none"> To know that using my knowledge of musical conventions, instrumental knowledge and the inter-related dimensions will help me to confidently justify opinions of a variety of music. To understand why composers use certain instruments or sounds at different times to create effect 	<ul style="list-style-type: none"> To know that intentionally combining the inter-related dimensions of music will create effect. To know that using rhythmic variety and changes in pitch will help to make my piece sound interesting. To understand that certain notes when performed together create different effects such as consonant and dissonant sounds 	<ul style="list-style-type: none"> To know that the use of inter-related dimensions when playing and singing helps to tell the message of the piece. To understand the differences between semibreves, minims, crotchets, quavers and their equivalent rests. To know how to self correct when a performance goes wrong. To understand that the way

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			the performance is represented to the audience influences the quality of the performance and the messages the music is trying to convey.
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