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|  | **Knowledge Progression in Music** |
| **EYFS** | **Y1** | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** |
| Sing a large repertoire of songs.Remember and sing entire songs.Create their own songs, or improvise a song around one they knowCreate their own songs, or improvise a song around one they knowLearn rhymes, poems and songsReturn to and build on their previous learning, refining ideas and developing their ability to represent them.Sing a range of well-known nursery rhymes and songs.Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. | Pupils should be taught to: * use their voices expressively and creatively by singing songs and speaking chants and rhymes
* experiment with, create, select and combine sounds using the inter-related dimensions of music.
 | Pupils should be taught to: * use their voices expressively and creatively by singing songs and speaking chants and rhymes
* play tuned and untuned instruments musically
* listen with concentration and understanding to a range of high-quality live and recorded music
 | Pupils should be taught to: * play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
* improvise and compose music for a range of purposes using the inter-related dimensions of music
* listen with attention to detail and recall sounds with increasing aural memory
* use and understand staff and other musical notations
* appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
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* listen with attention to detail and recall sounds with increasing aural memory
* use and understand staff and other musical notations
* appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
* develop an understanding of the history of music.
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|  | Differentiation Notes  |
|  |  |  | Simple instrument – records | More complex – guitars  | Focus on using voice | African instruments  |