

Music

Progression of Knowledge and Skills



Key Vocabulary			
Reception	Year 1 and 2	Year 3 and 4	Year 5 and 6
<ul style="list-style-type: none"> • Inter-related dimensions of music- musical elements. • Rhythm- long and short sounds. • Pitch- high and low sounds. • Tempo- fast and slow. • Dynamics- loud and quiet. 	<p><u>Y1</u></p> <ul style="list-style-type: none"> • Inter-related dimensions of music- musical elements. • Ostinato- repeated pattern or melodic shape. • Drone- pitched note played continuously throughout a piece of music. • Rhythm- long and short sounds. • Pulse- The beat. Constant and steady. Doesn't change. • Pitch- high and low sounds. • Tempo- fast and slow. • Dynamics- loud and quiet. <p><u>Y2</u></p> <ul style="list-style-type: none"> • Inter-related dimensions of music- musical elements. • Ostinato- repeated pattern or melodic shape. • Drone- pitched note played continuously throughout a piece of music. • Rhythm- long and short sounds. • Pulse- The beat. Constant and steady. Doesn't change. • Pitch- high, low, getting higher. Getting lower. • Tempo- fast, slow, getting faster or slower. • Dynamics- loud, quiet, getting louder or quieter. • Timbre- the quality of a sound (e.g. smooth, scratchy, heavy, light, cold, warm, dull, bright.) 	<p><u>Y3</u></p> <ul style="list-style-type: none"> • Inter-related dimensions of music- musical elements. • Ostinato- repeated pattern or melodic shape. • Pulse- The beat. Constant and steady. Doesn't change. • Pitch- notes moving by step or leap. • Tempo- steady, faster, slower. <p><u>Y4</u></p> <ul style="list-style-type: none"> • Inter-related dimensions of music- musical elements. • Ostinato- repeated pattern or melodic shape. • Drone- pitched note played continuously throughout a piece of music. • Rhythm- long and short sounds. • Metre- the organisation of beats. • Pulse- The beat. Constant and steady. Doesn't change. • Pitch- pentatonic scales • Structure- verse, chorus/ call and response, plan 	<p><u>Y5</u></p> <ul style="list-style-type: none"> • Inter-related dimensions of music- musical elements. • Ostinato- repeated pattern or melodic shape. • Drone- pitched note played continuously throughout a piece of music. • Rhythm- long and short sounds. • Metre- the organisation of beats. • Pulse- The beat. Constant and steady. Doesn't change. • Pitch- pentatonic scales, chords, harmony, rag and blues scales, melody, harmony • Structure- verse, chorus/ call and response, plan <p><u>Y6</u></p> <ul style="list-style-type: none"> • Inter-related dimensions of music- musical elements. • Ostinato- repeated pattern or melodic shape. • Metre- the organisation of beats. • Pulse- The beat. Constant and steady. Doesn't change. • Drone- pitched note played continuously throughout a piece of music. • Rhythm- long and short sounds. • Pitch- pentatonic scales, chords, harmony, rag and blues scales, melody, harmony • Structure- verse, chorus/ call and response, plan

			<ul style="list-style-type: none">• Tempo- steady, faster, slower.• Dynamics- louder, quieter.• Timbre- different instruments/ tone quality.• Tempo- the speed of the music.
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Performing			
Reception	Year 1 and 2	Year 3 and 4	Year 5 and 6
<ul style="list-style-type: none"> • speak and chant short phrases together make changes in their voices to express different moods /feelings. • find their singing voice and begin to develop a sense of pitch over a small range of notes. • sing a variety of songs both accompanied and unaccompanied • play instruments and sound-makers by shaking, scraping, rattling and tapping. Play loudly, quietly, fast, slow. • Start and stop together. • Begin to develop a sense of beat, using instruments or body sounds. • Begin to respond to symbols or hand signs. • Copy a simple rhythm pattern or number of beats played on an instrument. • Sort and name different sounds. Recognise the sounds of the percussion instruments used in the classroom and identify and name them. 	<p><u>Y1</u></p> <ul style="list-style-type: none"> • Use voices by expressively singing songs/ chants/ rhymes together. Begin to understand working together and gradually develop the confidence to sing alone. • Play tuned and un-tuned instruments to a steady beat, play simple repeated patterns and play loud, quiet, fast and slow. • Rehearse and perform with others. Begin to follow simple hand signals from a teacher indicating loud/ quiet and start/ stop. <p><u>Y2</u></p> <ul style="list-style-type: none"> • Use voices by expressively singing songs/ chants/ rhymes together with increasing vocal control. Begin to understand working together and develop the confidence to sing alone. • Play tuned and un-tuned instruments to a steady beat, play repeated patterns and play louder/ quieter, faster/ slower. • Rehearse and perform with others. Start and stop as appropriate and begin to follow a leader/ conductor (teacher). 	<p><u>Y3</u></p> <ul style="list-style-type: none"> • Sing in unison with increasing control of pitch, musical expression and confidence and sing increasingly from memory. • Play tuned and un-tuned instruments with increasing confidence. Keep a steady beat in a group or alone, play an ostinato to accompany another ostinato. • Rehearse and perform showing an awareness of others and audience. Follow simple hand directions from a leader. • Play using graphic symbols and begin to use simple traditional notation. <p><u>Y4</u></p> <ul style="list-style-type: none"> • Sing songs in a variety of styles in groups of different sizes, including solos. Show musical expression and awareness of tone of voice and melodic shape. • Sing 2/3 part rounds. • Play tuned and un-tuned instruments with increasing confidence and play music which includes rests. • Rehearse and perform showing an awareness of others and audience. Follow a leader stopping/ starting, playing faster/ slower and louder/ quieter. • Play music in a metre of 2 or 3 time and read and play from some conventional symbols. 	<p><u>Y5</u></p> <ul style="list-style-type: none"> • Sing songs confidently in a wide variety of with expression. Sing songs from memory. • Maintain own part in a round and sing a simple part of a two part song with confidence. • Play a range of instruments in mixed groups to an audience with confidence and maintain own part on an instrument. • Lead/ conduct a group of instrumental performers. • Read and play with confidence from conventional graphic notation. <p><u>Y6</u></p> <ul style="list-style-type: none"> • Sing songs confidently in a wide variety of styles and communicate the mood and meaning of the song. Sing songs from memory with attention to phrasing, dynamics and pitch. • Maintain own part in a round and sing a simple second part of a two part song with confidence. • Play a range of instruments in mixed groups to an audience with confidence and show awareness of different tempi and dynamics. • Lead/ conduct a group of instrumental performers. • Read and play with confidence from conventi

Listening and Appraising			
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<ul style="list-style-type: none"> Respond appropriately to a range of classroom songs, e.g. tidy-up songs, circle time songs, line-up songs Begin to use musical terms (louder/quieter, faster/slower, higher/lower). 	<p><u>Y1</u></p> <ul style="list-style-type: none"> Explore and express their ideas and feelings about music using movement, dance and begin to use expressive and musical language. Listen with concentration to live and recorded music, move in time to a steady beat and begin to identify different instruments used. Know how music is used for particular purposes and begin to recognise how changes in tempo, pitch and dynamics affect the mood of the music. Begin to be able to make improvements to their own work based on feedback. <p><u>Y2</u></p> <ul style="list-style-type: none"> Explore and express their ideas and feelings about music using movement, dance and use expressive and musical language. Listen with concentration to live and recorded music, move in time to a steady beat and identify different instruments used. Discuss the timbre of the instruments. Know how music is used for particular purposes and recognise how changes in tempo, pitch and dynamics affect the mood of the music. Describe how these moods are created using musical terminology. Make improvements to their own work based on feedback. 	<p><u>Y3</u></p> <ul style="list-style-type: none"> Explore and express their ideas and feelings about music using movement, dance and use expressive and musical language. Listen with concentration to longer extracts of live and recorded music, and identify a steady beat/ no steady beat, a specific rhythm, the tempo, the volume and the melody using appropriate musical vocabulary. Recognise some familiar instrumental sounds in recorded music and recognise aurally wooden, metal, skin percussion instruments and begin to know their name. Listen to their own compositions and begin to use musical language to describe what happens to them. Begin to improve their own work and that of others. Copy a short melodic phrase by ear on a pitched instrument. <p><u>Y4</u></p> <ul style="list-style-type: none"> Recognise and talk about some contrasting styles of music in broad terms, using appropriate musical language (the tempo, dynamics, metre, texture, timbre). Know how music is produced in different ways and describe through relevant notations. Recognise music from different times and countries identifying key elements that give it its unique sound. Know how time and place can 	<p><u>Y5</u></p> <ul style="list-style-type: none"> Compare two pieces of instrumental music from different countries/ times and discuss the similarities and differences. Know how music is produced in different ways and describe through relevant notations. Use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions and cultures, including performances of their own and others' compositions. Recognise and identify features of expression (phrasing, melody, harmony, different dynamics, metre and tempi) in an extract of live or recorded music. Use musical vocabulary and knowledge to help identify areas for development or refinement when composing Continue to play by ear on pitched instruments, extending the length of phrases, melodies played. <p><u>Y6</u></p> <ul style="list-style-type: none"> Compare two pieces of instrumental music from different countries/ times and discuss the similarities and differences. Know how music is produced in different ways and describe through relevant notations. Use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions and cultures, including performances of their own and others' compositions.

		<p>influence the way music is created, performed and heard.</p> <ul style="list-style-type: none">• Identify the use of metre in 2 or 3 in a piece of recorded or live music• Improve their own work and that of others.• Play by ear – find known phrases or short melodies using tuned instruments.	<ul style="list-style-type: none">• Recognise and identify features of expression (phrasing, melody, harmony, different dynamics, metre and tempi) in an extract of live or recorded music.• Use musical vocabulary and knowledge to help identify areas for development or refinement when composing• Continue to play by ear on pitched instruments, extending the length of phrases, melodies played.
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Exploring and Improvising			
Reception	Year 1 and 2	Year 3 and 4	Year 5 and 6
<ul style="list-style-type: none"> • Play along to music showing a developing awareness of the beat. • Play with a sense of purpose and enjoyment. • Create a sequence of different sounds in response to a given stimuli. 	<p><u>Y1</u></p> <ul style="list-style-type: none"> • Explore how sounds can be made in different ways. <p><u>Y2</u></p> <ul style="list-style-type: none"> • Know how sounds can be made in different ways, how these can be changed and how these sounds can create different effects or moods. 	<p><u>Y3</u></p> <ul style="list-style-type: none"> • Explore longer/ shorter, faster/ slower, higher/ lower and lower/ quieter sounds on tuned and un-tuned percussion and using voices and compare sounds. • Explore pitch notes moving by step and the timbre of different instruments. • Begin to improvise rhythmically and melodically. <p><u>Y4</u></p> <ul style="list-style-type: none"> • Explore sounds to create different effects (timbre), rhythm patterns in music from different times and places, music that incorporates rests, different groupings of beats (metre 2/ 3 time) and the pentatonic scale. • Explore pitch notes moving by step or leaps to make short phrases/ melodies. • Begin to improvise rhythmically and melodically. 	<p><u>Y5</u></p> <ul style="list-style-type: none"> • Explore chords/ harmony (concord and discord), scales (e.g. pentatonic, rag, blues), texture (layer different ostanitos). • Explore the characteristics of various styles of music (e.g. Blues, Rap, Gospel, Folk, African etc.) • Improvise in a variety of different styles. <p><u>Y6</u></p> <ul style="list-style-type: none"> • Explore chords/ harmony (concord and discord), scales (e.g. pentatonic, rag, blues), texture (layer different ostanitos). • Develop ideas using musical devices (e.g. repetition, question and answer, ostinato). • Explore the characteristics of various styles of music (e.g. Blues, Rap, Gospel, Folk, African etc.). • Improvise in a variety of different styles.

Composing			
Reception	Year 1 and 2	Year 3 and 4	Year 5 and 6
	<p><u>Y1</u></p> <ul style="list-style-type: none"> • Create simple musical patterns (ostinato), including clapping and playing simple rhythms. • Choose and organise sounds and musical ideas beginning to use the inter-related dimensions of music. • Begin to use graphics/ symbols to portray sounds made. • Begin to sequence symbols to make a simple score independently and use this to perform. <p><u>Y2</u></p> <ul style="list-style-type: none"> • Create simple musical patterns (ostinato), including clapping and playing simple rhythms, maintaining a steady beat and playing louder/ quieter and faster/ slower. • Choose and organise sounds and musical ideas beginning to use the inter-related dimensions of music (including pitch, duration, dynamics, timbre, texture and silence) to create simple structures. • Use graphics/ symbols to portray sounds made. • Sequence symbols to make a simple score independently and use this to perform. 	<p><u>Y3</u></p> <ul style="list-style-type: none"> • Create simple musical patterns (ostinato). Maintain this to accompany another ostinato or a steady beat. • Choose and organise sounds and musical ideas using the inter-related dimensions of music to create music that has a recognisable structure (beginning, middle and end/ chorus and verse). • Use symbols to portray sounds made (graphic/ traditional notation). • Sequence symbols to make a simple score independently and use this to perform. <p><u>Y4</u></p> <ul style="list-style-type: none"> • Create a simple musical accompaniment using ostinato patterns and drones. • Create a simple melody from a selected group of notes (e.g. the pentatonic scale). • Choose and organise sounds and musical ideas using the inter-related dimensions of music to create music that has a recognisable structure. • Use graphics/ symbols to portray sounds made. • Sequence symbols to make a simple score independently and use this to perform. • Use a range of ICT to sequence, compose, record and share work. 	<p><u>Y5</u></p> <ul style="list-style-type: none"> • Create own simple songs and music that reflects given intentions (e.g. descriptive music, rap, melody with an ostinato accompaniment). • Use a range of symbols (conventional or graphic) to record compositions. • Use ICT to record, sample, sequence, loop and manipulate sound to create soundscapes/ compositions. <p><u>Y6</u></p> <ul style="list-style-type: none"> • Create own simple songs and music that reflects given intentions (e.g. descriptive music, rap, melody with an ostinato accompaniment). • Use a range of symbols (conventional or graphic) to record compositions. • Use ICT to record, sample, sequence, loop and manipulate sound to create soundscapes/ compositions.