



## Music Knowledge and Skills Progression Skills Key – Listening, Composing, Performing

Subject name – Music		Subject Content Foundation In foundation, the EYFS expressive arts and design goals are covered through many different activities. It is important that children are given opportunities to both play, sing and create music as much as possible. This can be connected to other aspects of the curriculum. In order to cover all objectives, we advise doing one music unit a half term (with the first unit covering two half terms) taken from <b>Kapow</b> but provision for this to happen must be planned for. We also recommend that children are given the chance to explore different types of musical instruments and styles, beat, rhythm and pitch in continued provision activities.			
Year	Topic	National Curriculum	Knowledge	Skills	Vocabulary
F	Exploring Sound	Listening attentively, move to and talk about music, expressing their feelings and responses	<ul style="list-style-type: none"> <li>To understand how to listen carefully and talk about what I hear.</li> <li>To know that sounds can be copied by my voice, body percussion and instruments.</li> <li>To understand that instruments can be played loudly or softly.</li> <li>To know that music often has more than one instrument being played at a time.</li> </ul>	<ul style="list-style-type: none"> <li>Responding to music with movement, altering it to reflect the tempo, dynamics or pitch of the music.</li> <li>Considering whether a piece of music has a fast, moderate or slow tempo.</li> <li>Listening to sounds and matching to the object or instrument.</li> <li>Listening to sounds and identifying high and low pitch.</li> </ul>	voice, voice sounds, sound, instrument, loud, quiet, high, low, squeaky, soft, deep, body sounds, body percussion, sound, tempo, fast, slow, rhythm, beat, instrumental sounds, tempo, fast, quickly, slowly, dynamic, loudly, quietly, environmental sounds, pitch, middle, nature sounds
F	Christmas Production	Sing in a group or on their own, increasingly matching the pitch and following the melody.	<ul style="list-style-type: none"> <li>They know how to perform a whole song making sure they have enough breathe to sing.</li> <li>They know lyrics to certain songs.</li> <li>They know how to match pitch with the teacher by humming and singing.</li> <li>They know melodic shapes of songs.</li> </ul>	<ul style="list-style-type: none"> <li>Listening to and repeating a simple rhythm.</li> <li>Listening to and following a beat using body percussion and instruments. Considering whether a piece of music has a fast, moderate or slow tempo.</li> <li>Listening to and repeating simple lyrics</li> <li>Listening to sounds and matching to the object or instrument.</li> </ul>	Humming, lyrics, verse, chorus, high, low, fast, slow
F	Music and Movement <i>Continuous provision – Have music on the board that focus on moving to the beat. Use a selection</i>	Explore and engage with music making performing solo or in a	<ul style="list-style-type: none"> <li>To know that the beat is the steady pulse of a song.</li> <li>To know that tempo is the speed of the music.</li> <li>To understand that we can match our body movements to</li> </ul>	<ul style="list-style-type: none"> <li>Understanding that different instruments make different sounds and grouping them accordingly.</li> <li>Exploring lyrics by suggesting appropriate actions.</li> </ul>	actions, action songs, sign language, Makaton, deaf, communication, communicating, understand, lyrics, verse, beat, music, heartbeat, pulse, steady, repeat, constant, drum, piece,



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	of different musical styles.	group. (Moving and Dancing)	<p>the speed (tempo) or pulse (beat) of music.</p> <ul style="list-style-type: none"> <li>To know that signals can tell us when to start or stop playing.</li> </ul>	<ul style="list-style-type: none"> <li>Exploring the story behind the lyrics or music.</li> <li>Exploring lyrics by suggesting appropriate actions.</li> <li>Exploring the story behind the lyrics or music.</li> <li>Considering whether a piece of music has a fast, moderate or slow tempo.</li> <li>Experimenting with body percussion and vocal sounds to respond to music.</li> <li>Experimenting with playing instruments in different ways</li> <li>Selecting appropriate instruments to represent action and mood.</li> <li>Selecting classroom objects to use as instruments.</li> <li>Playing untuned percussion 'in time' with a piece of music.</li> <li>Using their voices to join in with well-known songs from memory</li> <li>Remembering and maintaining their role within a group performance</li> <li>Moving to music with instruction to perform actions</li> <li>Participating in performances to a small audience</li> <li>Stopping and starting playing at the right time</li> <li>They can often sing an entire song.</li> <li>They can begin to match pitch while humming a singing.</li> <li>They can sing a melodic shape</li> </ul>	<p>composer, tempo, fast, moderate, medium, slow, dance, pitch, high, low, sound, whistle, triangle, siren, cello, perform, performance, audience</p>
F	<p>Musical Stories</p> <p><i>Continuous provision activity – place pictures of fairytales in order. What instrument fits that part of the story?</i></p>	Explore and engage with music making performing solo or in a group. (Creating music)	<ul style="list-style-type: none"> <li>To understand that a piece of music can tell a story with sounds.</li> <li>To know that different instruments can sound like a particular character.</li> <li>To understand what 'high' and 'low' notes are.</li> </ul>		<p>classical music, pitch, high, low, tempo, fast, slow, dynamic, loud, quiet, musical story, lyrics, melody, character, instrument, song, actions, percussion, compose, perform, performance</p>
F	<p>Big Band</p> <p><i>Continuous provision – Children watch orchestras during morning activities. Discuss the different parts of an orchestra and focus on the conductor. Children have a selection of different tuned and untuned instruments and one child acts as the conductor.</i></p>		<ul style="list-style-type: none"> <li>To know that an orchestra is a big group of people playing a variety of instruments together.</li> <li>To know that music often has more than one instrument being played at a time.</li> <li>To understand that performing means playing a finished piece of music for an audience.</li> </ul>		<p>music, musical instrument, band, sound, shake, tap, bang, strum, jingle, tempo, dynamic, pitch, beat, orchestra, sound, rhythm, beat, conductor, wind, strings, percussion, brass</p>



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Subject name – Music		Subject content Key Stage 1 – In key stage 1 children will develop the basics of Rhythm, pitch, tempo and beat. They will explore a range of composers and styles and will develop listening skills with a focus on how the music makes them feel. They will start to improvise and compose using sounds from their local environment and begin to comment on how their peers could improve their compositions. A focus will be placed on using tuned percussion, untuned percussion and voices to perform. <b>Kapow and 10 Pieces</b> are used as resources.			
Year	Topic	National Curriculum	Knowledge	Skills	Vocabulary
1	Pulse and Rhythm	<p>Controlling sounds through singing and playing:</p> <ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> </ul> <p>Creating and developing Musical ideas</p>	<ul style="list-style-type: none"> <li>To know that rhythm means a pattern of long and short notes.</li> <li>To know that pulse is the regular beat that goes through music.</li> <li>To understand that the pulse of music can get faster or slower.</li> <li>To know that a piece of music can have more than one section, eg a versed and a chorus</li> </ul>	<ul style="list-style-type: none"> <li>Recognising and understanding the difference between pulse and rhythm.</li> <li>Understanding that different types of sounds are called timbres.</li> <li>Recognising basic tempo, dynamic and pitch changes</li> <li>Describing the character, mood, or 'story' of music they listen to (verbally or through movement)</li> <li>Describing the differences between two pieces of music.</li> <li>Expressing a basic opinion about music (like/dislike)</li> </ul>	body percussion, chant, clap, copy, drum, instrument, in time, shaker, percussion instrument, perform, play, pulse, rhythm, sing, syllables
1	Christmas Production	<ul style="list-style-type: none"> <li>Experiment with, create, select and combine sounds using the interrelated dimensions of music</li> </ul>	<ul style="list-style-type: none"> <li>They know how to sing as a group and in the same pitch.</li> <li>They know when to stop and start.</li> <li>They know how to sing songs that use a small range of notes.</li> <li>They know how to repeat section of songs in response</li> </ul>	<ul style="list-style-type: none"> <li>Listening to and repeating short, simple rhythmic patterns.</li> <li>Listening and responding to other performers by playing as part of a group.</li> <li>Pupils can create musical sound effects and short sequences of</li> </ul>	Dynamics, Loud, quiet, Pitch, High, Low, Stop, Start, Tempo, Fast, Slow



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		<p>Responding and reviewing appraising Skills</p> <ul style="list-style-type: none"> <li>listen with concentration and understanding to a range of high-quality live and recorded music</li> </ul>	<p>to the teacher using the same pitch.</p>	<p>sounds in response to stimuli, e.g. a rainstorm or a train journey. Combine to make a story, choosing and playing classroom instruments (e.g. rainmaker) or soundmakers (e.g. rustling leaves).</p>	
1	Musical Vocabulary (Under the Sea)	<p>Listening and applying knowledge and understanding</p> <ul style="list-style-type: none"> <li>To listen with concentration and recall sounds within increasing aural memory</li> </ul>	<ul style="list-style-type: none"> <li>To understand that pitch means how high or low a note sounds</li> <li>To know that 'timbre' means the quality of a sound; eg that different instruments would sound different playing a note of the same pitch.</li> <li>To know that music has layers called 'texture'</li> </ul>	<ul style="list-style-type: none"> <li>Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</li> <li>Combining instrumental and vocal sounds within a given structure.</li> <li>Creating simple melodies using a few notes.</li> <li>Choosing dynamics, tempo and timbre for a piece of music</li> <li>Pupils can recognise how graphic notation can represent created sounds. Explore and invent own symbols, for example:</li> </ul>	<p>actions, celeste, chorus, dynamics, fast, graphic score, heartbeat, high, in time, layers, low, pitch, Pulse, rhythm, slow, speed, structure, tempo, texture, timbre, thick, thin, tune, verse</p>
1	Timbre and Rhythmic Patterns (Fairytale)		<ul style="list-style-type: none"> <li>To know that an instrument or rhythm pattern can represent a character in a story.</li> <li>To know that my voice can create different timbres to help tell a story.</li> <li>To know that Sergei Prokofiev wrote 'Peter and the Wolf' for children in 1936.</li> </ul>	<ul style="list-style-type: none"> <li>Invent, retain and recall rhythm and pitch patterns</li> <li>Using their voices expressively to speak and chant.</li> <li>Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.</li> <li>Maintaining the pulse (playing on the beat) using hands, and tuned and untuned Instruments.</li> <li>Copying back short rhythmic and melodic phrases on percussion instruments.</li> <li>Responding to simple musical instructions such as tempo and</li> </ul>	<p>bassoon, beat, body percussion, chant, clap, clarinet, compose, flute, French horn, instruments, oboe, orchestra, patterns, performance, play, plot, pulse, repeated phrases, represent, rhythm, rhythmic pattern, sound, strings, syllables, timbre, timpani, voice</p>
1	BBC Ten Pieces – No Place Like Home (Cycle 1)  BBC Ten Pieces The Lark Rises		<ul style="list-style-type: none"> <li>They know the difference between high and low pitch</li> <li>They know how to use sounds that they hear every day and around them to create short sequences.</li> <li>They know how to choose appropriate instruments for each of their chosen sounds</li> </ul>		<p>Notation, symbols, start, stop, conduct, pattern</p>



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	(Cycle 2)		<p>and use these within composition.</p> <ul style="list-style-type: none"> <li>• They know how to express through singing small pictures and mark makings.</li> <li>• They know their different patterns by heart and can perform them</li> </ul>	<p>dynamic changes as part of a class performance.</p> <ul style="list-style-type: none"> <li>• Pupils can sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions (e.g. Stop, start, loud, quiet) and counting in.</li> </ul>	
1	Pitch and Tempo (Superheroes)		<ul style="list-style-type: none"> <li>• To understand that tempo can be used to represent mood or help tell a story.</li> <li>• To understand that 'tuned' instruments play more than one pitch of notes</li> <li>• To know that following a leader when we perform helps everyone play together accurately.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can control vocal pitch and to match the pitch they hear with accuracy.</li> <li>• Pupils can conduct the class in starting and stopping.</li> <li>• Perform these for others, taking turns.</li> </ul>	<p>accelerando, compose, fast, features, gradually, high, low, note, pattern, performance, pitch, play, rallentando, slow, sing, tempo, theme tune</p>



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2	West African call and response song (Animals)	<p><b>Controlling sounds through singing and playing:</b></p> <ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> </ul> <p><b>Creating and developing Musical ideas</b></p> <ul style="list-style-type: none"> <li>Experiment with, create, select and combine sounds using the interrelated dimensions of music</li> </ul> <p><b>Responding and reviewing appraising Skills</b></p> <ul style="list-style-type: none"> <li>listen with concentration and</li> </ul>	<ul style="list-style-type: none"> <li>To know that dynamics can change the effect a sound has on the audience.</li> <li>To know that the long and short sounds of a spoken phrase can be represented by a rhythm</li> <li>To understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song</li> <li>To understand that the tempo of a musical phrase can be changed to achieve a different effect</li> <li>To understand that an instrument can be matched to an animal noise based on its timbre.</li> </ul>	<ul style="list-style-type: none"> <li>Recognising timbre changes in music they listen to.</li> <li>Recognising structural features in music they listen to.</li> <li>Listening to and recognising instrumentation.</li> <li>Beginning to use musical vocabulary to describe music.</li> <li>Identifying melodies that move in steps.</li> <li>Listening to and repeating a short, simple melody by ear.</li> <li>Suggesting improvements to their own and others' work.</li> <li>Pupils can sing songs with a pitch range of do-so with increasing vocal control.</li> <li>Pupils can sing songs with a small pitch range (e.g. Little Donkey)</li> </ul>	actions, backing track, beat, call and response, composition, copy, dynamics, instrument, in time, performance, represent, rhythm, rhythmic notation, Sequence, sound, structure, tempo, timbre, vary, volume

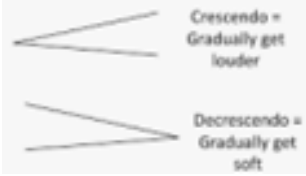


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2	<p>Orchestral instruments (Traditional Western Stories)</p> <p>(Over two terms)</p>	<p>understanding to a range of high-quality live and recorded music</p> <p>Listening and applying knowledge and understanding To listen with concentration and recall sounds within increasing aural memory</p>	<ul style="list-style-type: none"> <li>To know that musical instruments can be used to create 'real life' sound effects.</li> <li>To know that woodwind instruments, like flutes are played by blowing air into or across a mouthpiece.</li> <li>To know that stringed instruments, like violins, make a sound when their strings vibrate.</li> <li>To know that a brass instrument is played by vibrating your lips against the mouthpiece.</li> <li>To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can explain the meaning of dynamics and can demonstrate these when singing by responding to a) the leaders directions and b) visual symbols.</li> <li>Pupils can identify and recognise repeated patterns and follow a wider range of musical instructions.</li> <li>Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</li> <li>Successfully combining and layering several instrumental and vocal patterns within a given structure.</li> <li>Creating simple melodies from five or more notes. Choosing</li> </ul>	<p>actions, brass, characters, clarinet, composition, cymbals, dynamics, emotion, French horn, instrumental sounds, musicians, oboe, orchestra, orchestral, percussion, performing, sections, string, sound effect, tempo, timbre, trombone, tuba, vocals, woodwind</p>
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2	Christmas Production		<ul style="list-style-type: none"> <li>• They know an increasing repertoire of songs using a small pitch range.</li> <li>• They know how to accurately pitch these songs.</li> <li>• They know the difference between loud and quiet.</li> <li>• They know the difference between fast and slow.</li> <li>• They know that loud, quiet, fast and slow are called dynamics when producing music.</li> <li>• They know how to follow the class teacher and to use visual prompts to when to use these dynamics.</li> </ul> 	<p>appropriate dynamics, tempo and timbre for a piece of music.</p> <ul style="list-style-type: none"> <li>• Using letter name and graphic notation to represent the details of their composition.</li> <li>• Beginning to suggest improvements to their own work.</li> <li>• Pupils can create music in response to a non musical stimulus.</li> <li>• Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).</li> <li>• Singing short songs from memory, with melodic and rhythmic accuracy.</li> <li>• Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.</li> <li>• Performing expressively using dynamics and timbre to alter sounds as appropriate.</li> <li>• Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.</li> </ul>	Dynamics, Soft, Loud, Fast, slow, Pitch, Crescendo, Diminuendo
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2	Musical Me		<ul style="list-style-type: none"> <li>To understand that melody means a tune.</li> <li>To know that notation means writing music down so that someone else can play it.</li> <li>To understand that accompaniment can mean playing instruments along with a song.</li> <li>To understand that a melody is made up from high and low pitched notes played one after the other making a tune.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion creating a musical conversation.</li> </ul>	beat, composer, composition, dynamics, emotion, imitate, in time, letter, melody, notation, notes, pattern, performance, pulse, represent, rhythm, sound effects, timbre, tune, volume
2	Myths and Legends		<ul style="list-style-type: none"> <li>To know that a graphic score can show a picture of the structure of music.</li> <li>To know that a graphic score can show a picture of the layers, or texture of a piece of music.</li> <li>To know that Tintagel is an example of symphonic poem written by Arthur Bax in 1917.</li> </ul>		beat, bow, cello, chorus, compose, composition, dynamics, graphic score, harpsichord, instrumental, layers, melody, notation, performance, pluck, pitch, represent, rhythm, stave notation, structure, tempo, texture, thick, thin, timbre, verse, violin, viola



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Subject name: Music			Subject content Key stage 2 – “Key stage 2 Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. This will be done through the implementation of <b>Kapow and Ten pieces</b> as the main resources. Also, as they move up through the Junior site, children will get the opportunity to learn a range of different musical instruments, including the Ukelele in year 6. In year 5 and 6 children will get the chance to perform in a school musical.		
Year	Topic	National Curriculum	Knowledge	Skills	Vocabulary
3	Cycle 1 – Ten Pieces In the Hall of the Mountain King (One unit Sept – Dec due to Swimming)	<p>Controlling sounds through singing and playing:</p> <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> </ul>	<ul style="list-style-type: none"> <li>They know how to describe how sounds make them feel.</li> <li>They know the difference between a crescendo and decrescendo and can identify them in a piece of music.</li> <li>They know which sounds to use to express different moods.</li> <li>They know how to construct short pieces of music using a stimulus thinking about its mood and meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</li> <li>Understand that music from different parts of the world, and different times, has different features.</li> <li>Recognising and explaining the changes within a piece of music using musical vocabulary.</li> </ul>	melodic pattern, melody, opinion, notation, pitch, repeated rhythm, represent, sound effect,
3	Cycle 2 – Ten Pieces Mambo (One unit Sept – Dec due to Swimming)	<ul style="list-style-type: none"> <li>Play tuned and untuned instruments musically.</li> </ul> <p>Creating and developing Musical ideas:</p>	<ul style="list-style-type: none"> <li>They know how to describe the difference between the moods of different sounds.</li> <li>They know how to construct short pieces of music using a stimulus thinking about its mood and meaning.</li> <li>They know which sounds represents different moods.</li> <li>They know how to use echo and question and answer phrases to construct short pieces of music.</li> </ul>	<ul style="list-style-type: none"> <li>Describing the timbre, dynamic and texture details of a piece of music, both verbally and through movement.</li> <li>Beginning to show an awareness of metre.</li> </ul>	compose, dynamics, emotions, ensemble, feelings, performance, volume



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3	Pentatonic melodies and composition (Chinese New Year)	<ul style="list-style-type: none"> <li>improvise and compose music for a range of purposes using the interrelated dimensions of music</li> </ul> <p>Responding and reviewing appraising Skills</p> <ul style="list-style-type: none"> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul>	<ul style="list-style-type: none"> <li>To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad.</li> <li>To know that different notes have different durations, and that crotchets are worth one whole beat.</li> <li>To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.</li> <li>To know that written music tells you how long to play a note for</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to use musical vocabulary when discussing improvement to their own and others work.</li> <li>Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).</li> <li>Composing a piece of music in a given style with voices and instruments.</li> <li>Using letter name and rhythmic notation and key musical vocabulary to label and record their compositions.</li> <li>Suggesting and implementing improvement to their own work, using musical vocabulary.</li> </ul>	<p>accuracy, crescendo, control, composition, duration, dynamics, expression, features, fluency, folk music, glockenspiel, grid notation, harmony, layered melodies, letter notation, melody, musical terminology, notation, notes, octaves, pentatonic melody, pentatonic scale, phrases, scale, timbre, tempo, untuned percussion,</p>
3	Jazz	<p>Listening and applying knowledge and understanding:</p> <ul style="list-style-type: none"> <li>listen with attention to detail</li> </ul>	<ul style="list-style-type: none"> <li>To understand that syncopation means a rhythm that is played off the natural beat.</li> <li>To know that Ragtime is piano music that uses syncopation and a fast tempo.</li> <li>To know that Jazz is a type of music that originated in the African-American Communities of the USA about 120 years ago.</li> <li>To know that scat singing is using made up words to create the sound of an instrument playing.</li> </ul>	<ul style="list-style-type: none"> <li>Using letter name and rhythmic notation and key musical vocabulary to label and record their compositions.</li> <li>Suggesting and implementing improvement to their own work, using musical vocabulary.</li> </ul>	<p>call and response, Dixieland, improvisation, jazz, off-beat, motif, pitch, ragtime, rhythm, scat singing, straight quaver, strung quaver, swung rhythm, swing music, syncopated rhythm, syncopation, tune,</p>



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3	Traditional instruments and Improvisation (India)	<p>and recall sounds with increasing aural memory</p> <ul style="list-style-type: none"> <li>Develop an understanding of the history of music</li> </ul>	<ul style="list-style-type: none"> <li>To know that Indian music uses all of the sounds in between the 12 'notes' that we are used to in western music.</li> <li>To know that a 'tala' is a set rhythm that is repeated over and over, usually on the drums called 'tabla'.</li> <li>To know that a 'rag' is the tune in traditional Indian music, and is often played on a stringed instrument called a 'sitar'</li> <li>To know that a 'drone' in music is a note that goes on and on, staying the same, a bit like someone humming a long-held note.</li> <li>To know that many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music.</li> </ul>	<ul style="list-style-type: none"> <li>Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique</li> <li>Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</li> <li>Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology.</li> </ul>	Bollywood, compose, drone, dynamics, harmonium, improvise, Indian flute, lyrics, melodic line, notation, opinion, pitch, repeated rhythm, rhythm, rag, sarangi, sitar, tabla, tala, tempo,
3	Whole Class Instrumental Lessons South Africa		<ul style="list-style-type: none"> <li>To know the key features of South African Gumboot music.</li> <li>To understand the key features of staff notation including: clefs, key signatures, minims, semibreves, crotchets, rests, and how pitch is shown.</li> <li>To know the correct technique for playing tuned percussion instruments.</li> </ul>		Gumboot music, staff notation, clef, key signature, time signature, minim, semibreve, crotchet, rest, pitch



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Year	Topic	National Curriculum	Knowledge	Skills	Vocabulary
4	Body and Tuned Percussion (Theme Rainforests)	<p><b>Controlling sounds through singing and playing:</b></p> <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> </ul> <p><b>Play tuned and untuned instruments musically.</b></p> <p><b>Creating and developing Musical ideas:</b></p> <ul style="list-style-type: none"> <li>improvise and compose music for a range of purposes using the interrelated</li> </ul>	<ul style="list-style-type: none"> <li>To know that deciding the structure of music when composing can help us create interesting music with contrasting sections.</li> <li>To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'.</li> <li>To know that a 'loop' in music is a repeated melody or rhythm.</li> <li>To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music</li> </ul>	<ul style="list-style-type: none"> <li>Recognising the use and development of motifs in music.</li> <li>Identifying gradual dynamic and tempo changes within a piece of music.</li> <li>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</li> <li>Identifying common features between different genres, styles and traditions of music.</li> <li>Recognising, naming and explaining the effect of the interrelated dimensions of music.</li> <li>Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.</li> <li>Using musical vocabulary to discuss the purpose of a piece of music.</li> <li>Composing a coherent piece of music in a given style with voices, bodies and instruments.</li> <li>Beginning to improvise musically within a given style.</li> <li>Developing melodies using rhythmic variation, transposition, inversion, and looping.</li> <li>Creating a piece of music with at least four different layers and a clear structure.</li> </ul>	body percussion, combine, compose, contrasting rhythms, dynamics, inspiration, layers, loop, organisation, repeated melodies, melody line, pitch, record, rhythm, sections, structure, tempo, texture, tune, tuned percussion
4	In the Hall of the Mountain (Ten Pieces)		<ul style="list-style-type: none"> <li>They know how to listen to others while performing.</li> <li>They know how to improvise using C, D, E, G, A on tuned instruments.</li> <li>They know what instruments to choose to create certain moods.</li> </ul>		Pulse, rhythm, melody, compose, perform, crotchet, quaver, dynamics, rest, tempo
4	Changes in Pitch, tempo and dynamics (Theme Rivers)		<ul style="list-style-type: none"> <li>To know that when you sing without accompaniment it is called 'A Capella'.</li> <li>To understand that harmony means playing two notes at the same time, which usually sound good together.</li> <li>To understand that harmony means playing two notes at the same time, which usually sound good together.</li> <li>An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice.</li> <li>To know that 'performance directions' are words added to music notation to tell the performers how to play.</li> </ul>		a capella, breath control, cue, diction, directing, dynamics, expression, harmony line, layer, melody, mood, notation, opinion, ostinato, percussion, in the round, parts, rhythm, staff notation, tempo, texture, vocal ostinato



## Music Knowledge and Skills Progression Skills Key – Listening, Composing, Performing

4	Whole Class Instrumental Lessons India	<p><b>dimensions of music</b></p> <p>Responding and reviewing appraising Skills</p> <ul style="list-style-type: none"> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul>	<ul style="list-style-type: none"> <li>To know the history and key features of Bollywood music.</li> <li>To understand how to play melodies in three parts from staff notation without prompts.</li> <li>To be able to play tuned percussion with the correct technique.</li> </ul>	<ul style="list-style-type: none"> <li>Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions.</li> <li>Suggesting improvements to others work, using musical vocabulary</li> </ul>	Bollywood, staff notation, melody, tuned percussion
4	Samba and Carnival Sounds and Instruments	<p>Listening and applying knowledge and understanding:</p> <ul style="list-style-type: none"> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>Develop an understanding of the history of music</li> </ul>	<ul style="list-style-type: none"> <li>To know that samba music originated in Brazil, South America and its main musical feature is syncopated rhythms.</li> <li>To understand that the 'on beat' is the pulse of a piece of music, and the 'off beat' is beats that fall in between these.</li> <li>To understand that a rhythmic break is a place in the music where some of the instruments play a new rhythm before going back to the original rhythms</li> </ul>	<ul style="list-style-type: none"> <li>Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.</li> <li>Singing and playing in time with peers with accuracy and awareness of their part in the group performance.</li> <li>Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. Playing syncopated rhythms with accuracy, control and fluency.</li> </ul>	agogo, bateria, caixa, carnival, chocalho, composition, crescendo, cowbell, dynamics, ensemble, features, ganza, influenced, metronome, off-beat, percussion, pulse, repique, rhythm, rhythmic break, samba, samba breaks, structure, surdo, syncopated rhythms, tamborim, texture, unison, untuned percussion
4	Adapting and transforming motifs (Romans)	<p>Listening and applying knowledge and understanding:</p> <ul style="list-style-type: none"> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>Develop an understanding of the history of music</li> </ul>	<ul style="list-style-type: none"> <li>To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music for example, Beethoven's fifth symphony (dah dah dah dum!).</li> <li>To know that 'transposing' a melody means changing its key, making it higher or lower pitched.</li> <li>To know that a motif can be adapted by changing the notes, the rhythm or the order of notes.</li> </ul>	<ul style="list-style-type: none"> <li>Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.</li> <li>Singing and playing in time with peers with accuracy and awareness of their part in the group performance.</li> <li>Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. Playing syncopated rhythms with accuracy, control and fluency.</li> </ul>	backing track, bass line, beat, call and response, compose, crotchet, dotted minim, flats, graphic notation, in-time, in-tune, key, key signature, loop, lyrics, minim, motif, notation, ostinato, pitch, quavers, repeating patterns, repetition, rhythm, rhythmic notation, riff, semibreve, sharps, tempo, transpose, tuned instrument, vocal warm-ups





## Music Knowledge and Skills Progression Skills Key – Listening, Composing, Performing

Subject name			Subject content Key stage 2		
Year	Topic	National Curriculum	Knowledge	Skills	Vocabulary
5	Composition notation (theme Ancient Egypt)	<p><b>Controlling sounds through singing and playing:</b></p> <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> </ul> <p><b>Play tuned and untuned instruments musically.</b></p> <p><b>Creating and developing Musical ideas:</b></p> <ul style="list-style-type: none"> <li>improvise and compose music for a range of purposes using the interrelated</li> </ul>	<ul style="list-style-type: none"> <li>To know that simple pictures can be used to represent the structure (organisation) of music.</li> <li>To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad.</li> <li>To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.</li> <li>To know that simple pictures can be used to represent the structure (organisation) of music.</li> </ul>	<ul style="list-style-type: none"> <li>Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</li> <li>Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.</li> <li>Comparing, discussing and evaluating music using detailed musical vocabulary.</li> <li>Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</li> <li>Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix,</li> </ul>	accuracy, backing track, balance, composition, control, crotchet, dotted minim, ensemble, expression, features, fluency, lyrics, minim, minor key, notation, parts, pitch, pitch notation, quaver, repeating, rhythm, semibreve, sheet music, staff notation, stave, structure, tempo, tune, tuned percussion, unison, vocal warm-ups
5	Mars from the Planets (Ten Pieces) Cycle 1		<ul style="list-style-type: none"> <li>They know how to play glockenspiels taught in year 3 and 4 with confidence.</li> <li>They know how to use dynamics to create certain moods.</li> <li>They know how to construct compositions using satisfying melodic shapes.</li> </ul>		Glockenspiel, dynamics, forte, piano, composition, melodic shape
5	Blues		<ul style="list-style-type: none"> <li>To understand that a chord is the layering of several pitches played at the same time.</li> <li>To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.</li> <li>To know that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry.</li> <li>To know that a 'bent note' is a note that varies in its pitch, eg the pitch may slide up or down.</li> <li>To understand that a chord is the layering of several pitches played at the same time.</li> </ul>		12-bar blues, ascending scale, backing track, bar, bent notes, blues, blues scale, chord, convey, descending scale, expression, features, flat, improvisation, lyrics, pitch, quavers, scale, sharp, solo, staff notation





## Music Knowledge and Skills Progression Skills Key – Listening, Composing, Performing

5	North America Whole Class Instrumental Lessons	<p style="text-align: center;"><b>dimensions of music</b></p> <p>Responding and reviewing appraising Skills</p> <ul style="list-style-type: none"> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul>	<ul style="list-style-type: none"> <li>To know the history and key features of minimalist music.</li> <li>To understand how to play complex melodies in two parts from staff notation without prompts.</li> <li>To be able to play tuned percussion with the correct technique.</li> </ul>	<p>Colours, Stories, Drama).</p> <ul style="list-style-type: none"> <li>Improvising coherently within a given style.</li> <li>Composition to represent the festival of colour (Holi) Looping and remixing Musical theatre Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</li> </ul>	Minimalistic music, complex melodies, two part harmony, tuned percussion.
5	South Africa and West Africa	<p>Listening and applying knowledge and understanding:</p> <ul style="list-style-type: none"> <li>listen with attention to detail and</li> </ul>	<ul style="list-style-type: none"> <li>To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language.</li> <li>To know that 'The Click Song' is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings.</li> <li>To understand that major chords create a bright, happy sound.</li> <li>To know that poly-rhythms means many rhythms played at once.</li> <li>To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language.</li> </ul>	<ul style="list-style-type: none"> <li>Using staff notation to record rhythms and melodies. Selecting, discussing and refining musical choices both alone and with others, using musical</li> </ul>	a capella, break, call and response, chords, chord progression, diction, djembe, duo, dynamics, eight-beat break, ensemble, expression, improvisation, major chord, master drummer, metronome, performance, polyrhythms, pronunciation, pulse, ostinato, rests, rhythm, soloist, syncopation, tempo, tuned percussion, unaccompanied, vocals



## Music Knowledge and Skills Progression Skills Key – Listening, Composing, Performing

5	Composing to represent the festival of colour (Theme Holi festival)	<ul style="list-style-type: none"> <li>recall sounds with increasing aural memory</li> <li>Develop an understanding of the history of music</li> </ul>	<ul style="list-style-type: none"> <li>To know that a vocal composition is a piece of music created only using voices.</li> <li>To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.</li> <li>To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.</li> <li>To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.</li> <li>To know that a vocal composition is a piece of music created only using voices.</li> </ul>	<p>vocabulary with confidence.</p> <ul style="list-style-type: none"> <li>Suggesting and demonstrating improvements to own and others' work.</li> <li>Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</li> <li>Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.</li> <li>Using staff notation to record rhythms and melodies.</li> </ul>	dynamics, graphic score, inspiration, layering, mood, pitch, represent, soundtrack, synesthesia, tempo, texture, timbre, visual representation, vocal sounds
5	Cycle 2 Dmitri Shostakovich Symphony No 10 (Ten Pieces)		<ul style="list-style-type: none"> <li>They know how to play glockenspiels taught in year 3 and 4 with confidence.</li> <li>They know how to use dynamics to create certain moods.</li> <li>They know how to construct compositions using satisfying melodic shapes.</li> </ul>		Piano, forte, staccato, legato, minim, crotchet, quaver, rest, dotted quaver
5	Year 5 and 6 Production		<ul style="list-style-type: none"> <li>They know a range of ensemble songs.</li> <li>They know how to sing using the correct pitch.</li> <li>They know how to breath in the correct places to show phrasing in a song.</li> <li>They know how to add expression into their singing.</li> </ul>		Vocal chords, vibrations, pitch, harmony, melody, chorus, verse



## Music Knowledge and Skills Progression Skills Key – Listening, Composing, Performing

Year	Topic	National Curriculum	Knowledge	Skills	Vocabulary
6	Advanced Rhythms	<p>Controlling sounds through singing and playing:</p> <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> </ul>	<ul style="list-style-type: none"> <li>To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'</li> <li>To know that Steve Reich is a composer who wrote the minimalist piece 'Clapping Music' in 1972.</li> <li>To understand that all types of music notation show note duration, including the Kodaly method which uses syllables to indicate rhythms.</li> <li>To know that a quaver is worth half a beat.</li> </ul>	<ul style="list-style-type: none"> <li>Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles</li> <li>Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts</li> <li>Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.</li> </ul>	bar, beats, chant, crotchet, crotchet rest, inter-related dimensions of music, Kodaly, minim, music critic, notate, pulse, quaver, rhythm, rhythmic canon, rhythmic elements, rhythmic notation, rhythmic patterns, SH, syllable, Ta, TiTi, unison
6	Dynamics Pitch and Tempo (Theme Fingal's Cave)	<ul style="list-style-type: none"> <li>Play tuned and untuned instruments musically.</li> </ul> <p>Creating and developing Musical ideas:</p> <ul style="list-style-type: none"> <li>improvise and compose</li> </ul>	<ul style="list-style-type: none"> <li>To know that the conductor beats time to help the performers work well together.</li> <li>To understand that improvisation means making up music 'on the spot'.</li> <li>To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change.</li> <li>To know that timbre can also be thought of as 'tone colour' and can be described in many ways eg warm or cold, rich or bright.</li> </ul>	<ul style="list-style-type: none"> <li>Identifying the way that features of a song can complement one another to create a coherent overall effect.</li> <li>Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</li> <li>Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.</li> </ul>	classical, characterise, composition, conductor, depict, dynamics, ensemble, graphic score, improvisation, notation, orchestra, pitch, texture



## Music Knowledge and Skills Progression Skills Key – Listening, Composing, Performing

6	Cycle 1 Mars from the Planets	<p>music for a range of purposes using the interrelated dimensions of music</p> <p>Responding and reviewing appraising Skills</p>	<ul style="list-style-type: none"> <li>• They know that ff stands for fortissimo. PP stand for pianissimo, mf stands for mezzo forte, and mp stands for mezzo piano and understand how each one sounds.</li> <li>• They know about a range of different composers and different periods and cultures.</li> </ul>	<ul style="list-style-type: none"> <li>• Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.</li> <li>• Improvising coherently and creatively within a given style, incorporating given features. Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.</li> </ul>	Fortissimo, pianissimo, mezzo forte, mezzo piano, composer, notation
6	Cycle 2 Dmitri Shostakovich Symphony no 10	<ul style="list-style-type: none"> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul>	<ul style="list-style-type: none"> <li>• They know that ff stands for fortissimo. PP stand for pianissimo, mf stands for mezzo piano and understand how each one sounds.</li> <li>• They know about a range of different composers and different periods and cultures.</li> </ul>	<ul style="list-style-type: none"> <li>• Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.</li> <li>• Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.</li> </ul>	Fortissimo, pianissimo, mezzo forte, mezzo piano, composer, notation
6	Ukulele <a href="#">Lessons For Your Class – The School Ukulele Orchestra (school-ukulele-orchestra.net)</a>	<p>Listening and applying knowledge and understanding:</p> <ul style="list-style-type: none"> <li>• listen with attention to detail and</li> </ul>	<ul style="list-style-type: none"> <li>• To identify and name parts of the Ukulele</li> <li>• Use chord diagrams and coloured stickers to form a A, C, D, G and F chords.</li> <li>• Change between chords in time with other pupils</li> <li>• Playing in time to the beat</li> <li>• Play rhythms with down an up strums</li> <li>• To Accompany class singing</li> </ul>	<ul style="list-style-type: none"> <li>• Recording own composition using appropriate forms of notation and/or technology and incorporating.</li> <li>• Constructively critique their own and others' work, using musical vocabulary.</li> </ul>	Staccato, legato, strum, chord, musical symbols, rhythm, tempo, pitch, structure, dynamics, tone colour



Music Knowledge and Skills Progression Skills Key – **Listening**, **Composing**, **Performing**

6	Year 5 and 6 Production	<p>recall sounds with increasing aural memory</p> <ul style="list-style-type: none"> <li>Develop an understanding of the history of music</li> </ul>	<ul style="list-style-type: none"> <li>They know a range of ensemble songs.</li> <li>They know how to sing using the correct pitch.</li> <li>They know how to breath in the correct places to show phrasing in a song.</li> <li>They know how to add expression into their singing.</li> </ul>	<ul style="list-style-type: none"> <li>Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.</li> <li>Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.</li> <li>Performing a solo or taking a leadership role within a performance.</li> <li>Performing with accuracy and fluency from graphic and staff notation and from their own notation.</li> <li>Performing by following a conductor's cues and directions.</li> </ul>	<p>Vocal chords, vibrations, pitch, harmony, melody, chorus, verse</p>
6	Composing and performing a leavers' song		<ul style="list-style-type: none"> <li>To know that a chord progression is a sequence of chords that repeats throughout a song.</li> <li>To know that a melody can be adapted by changing its dynamics, pitch or tempo.</li> <li>To know that chord progressions are represented in music by Roman numerals.</li> <li>To understand that all types of music notation show note duration.</li> </ul>		<p>allegro, arrangement, backing track, chorus, chord progression, compose, crescendo, diminuendo, dynamics, evaluate, forte, largo, lyrics, melody, mood, musical features, notation, piano, poetic structure, repetitive, rhyme, ritardando, tempo, sequence, stave notation, structure, upbeat, verse</p>