

## Music - Progression of Knowledge and Skills

### **Early Years Foundation Stage (Early Learning Goals)**

#### Being Imaginative and Expressive ELG

Children at the expected level of development will:

- 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

### **Key Stage 1**

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
- experiment with, create, select and combine sounds using the inter-related dimensions of music

### **Key Stage 2**

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
- develop an understanding of the history of music

**Please note: Queen's Inclosure follows the Music Express scheme; there is a glossary page in Music Express which explains all vocabulary.**



Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Singing</b>		<p>Sing a song with contrasting high and low melodies.</p> <p>Control vocal dynamics, duration and timbre.</p> <p>Sing a song together as a group.</p> <p>Combine voices and movement to perform a chant and a song.</p> <p>Use voices to create descriptive sounds</p>	<p>Chant and sing in two parts while playing a steady beat.</p> <p>Sing with expression, paying attention to the pitch shape of the melody.</p> <p>Understand pitch through singing, movement, and note names.</p> <p>Prepare and improve a performance using movement, voice and percussion</p>	<p>Sing in two-part harmony.</p> <p>Copy and create a wide range of vocal sounds to incorporate into a song.</p> <p>Sing in two parts (two different melodies) with movements and percussion.</p> <p>Perform a round in three parts.</p>	<p>Perform a poem as an ensemble with rhythmic accuracy to a steady beat.</p> <p>Use beatbox techniques to imitate the sound of a drum kit Learn to sing partner songs.</p> <p>Sing a call and response song in a minor key in two groups.</p> <p>Sing a song with three simple independent parts.</p> <p>Combine singing, playing and dancing in a performance</p>	<p>Prepare for a performance by considering narration, performance space, setting up and other logistics.</p> <p>Develop techniques of performing rap using texture and rhythm.</p> <p>Sing and play scales and chromatic melodies accurately.</p> <p>Sing and play percussion in a group piece with changes in tempo and dynamics.</p> <p>Sing a song in unison and three-part harmony.</p> <p>Sing with attention to accuracy in rhythm, pitch and dynamics.</p>	<p>Demonstrate understanding of pitch through singing from simple staff notation.</p> <p>Demonstrate understanding of beat and syncopation through singing and body percussion.</p> <p>Convey lyrical meaning through expressive singing in a part-song with echoes.</p> <p>Learn to sing major and minor note patterns accurately Demonstrate planning, directing, and rehearsal skills through allocated roles, such as technicians and researchers.</p> <p>Develop, rehearse and perform a mini-musical, including dialogue, singing, playing and movement.</p> <p>Refine vocal performance with consideration of posture, breathing and enunciation.</p> <p>Perform complex song rhythms confidently. Change vocal tone to reflect mood and style</p>
<b>Vocabulary</b>		Pitch, high and low, loud and soft, dynamics, timbre (quality of sound), solo, group, choir,	Chant, harmony, melody, beat, pitch, high/low,	Harmony, melody, texture, vocal sounds, round, canon,	Ensemble, group, choir, solo, beat, beatbox, rhythms, sounds, key, minor/major,	Narration, rap, texture, rhythm, scales, melodies, harmonies, chromatic, tempo-fast and slow, dynamics-loud/soft, unison-altogether same part, harmony	Pitch, syncopation, notation- writing musical notes that can be read, echoes, harmony, melody, texture, major/minor scales, tone.

<p><b>Playing Instruments</b></p>		<p>Identify and keep a steady beat using instruments.</p> <p>Explore and control dynamics, duration, and timbre with instruments.</p> <p>Play percussion instruments at different speeds (tempi).</p> <p>Play and control changes in tempo.</p> <p>Explore sounds on instruments and find different ways to vary their sound.</p> <p>Use instruments to create descriptive sounds.</p> <p>Play fast, slow, loud, and quiet sounds on percussion instruments .</p>	<p>Listen to and repeat rhythmic patterns on body percussion and instruments.</p> <p>Play pitch lines on tuned percussion.</p> <p>Accompany a song with vocal, body percussion and instruments ostinato.</p> <p>Use instruments expressively in response to visual stimuli.</p>	<p>Accompany a song with a melodic ostinato on tuned percussion.</p> <p>Perform a pentatonic song with tuned and untuned accompaniment.</p> <p>Play independent parts in more than one metre simultaneously on body percussion, untuned and tuned percussion.</p> <p>Perform rhythmic ostinati individually and in combination.</p> <p>Understand and use pitch notations.</p> <p>Read simple rhythm notation.</p> <p>Create and perform from a symbol score.</p> <p>Read graphic notation to play a melody on tuned instruments.</p>	<p>Combine four body percussion ostinati as a song accompaniment.</p> <p>Play a pentatonic song with leaps in pitch on tuned percussion.</p> <p>Play and sing repeated patterns (ostinati) from staff notation.</p> <p>Play a piece with melody, chords, bass and rhythm parts from graphic, rhythm and staff notations.</p>	<p>Read a melody in staff notation.</p> <p>Interpret graphic notation on various soundmakers with an understanding of their qualities and capabilities.</p> <p>Perform music together in synchronisation with a short movie.</p> <p>Develop ensemble playing, focusing on steady beat and placing notes accurately together.</p> <p>Control short, loud sounds on a variety of instruments.</p>	<p>Demonstrate coordination and rhythm skills by participating in a complex circle game.</p> <p>Play a chordal accompaniment to a piece.</p> <p>Follow and interpret a complex graphic score for four instruments.</p> <p>Play tuned instrumental parts confidently from graphic scores with note names.</p>
<p><b>Vocabulary</b></p>		<p>Beat, tempo, dynamics, duration-length of a sound, timbre-sound quality,</p>	<p>Rhythm, pitch-high/low, ostinato- a repeated rhythm or melodic pattern</p>	<p>Ostinato, pentatonic, metre- groups of beats in a bar e.g. a waltz in <math>\frac{3}{4}</math> Pitch, notations- graphic/staff</p>	<p>Ostinato, pentatonic- five note scale, melody, chords-more than one note played at the same time, staff/graphic notation</p>	<p>Melody, staff notation-reading musical notes, ensemble, synchronisation- in time, beat, duration-long and short sounds.</p>	<p>Chords, graphic score- using pictures to record how music should be played, note names,</p>

<b>Improvising/ Exploring</b>		<p>Improvise descriptive music.</p> <p>Respond to music through movement. Create a soundscape using instruments.</p> <p>Explore different sound sources and materials.</p> <p>Explore sounds on instruments and find different ways to vary their sound.</p>	<p>Explore timbre and texture to understand how sounds can be descriptive.</p> <p>Combine sounds to create a musical effect in response to visual stimuli.</p> <p>Explore voices to create descriptive musical effects.</p> <p>Explore different ways to organise music.</p>	<p>Improvise descriptive music.</p> <p>Improvise to an ostinato accompaniment.</p> <p>Explore simple accompaniments using beat and rhythm patterns.</p>	<p>Improvise in response to visual stimuli, with a focus on timbre.</p> <p>Explore household items as instruments and match rhythms with appropriate soundmakers.</p> <p>Improvise melodies with a given set of five notes (a pentatonic scale).</p> <p>Explore layers and layering using a graphic score.</p> <p>Understand syncopation and clap improvised off-beat rhythms.</p>	<p>Develop accompaniments using ostinato and invent or improvise rhythms on untuned percussion.</p> <p>Learn about jazz scat singing and devise scat sounds.</p> <p>Play and improvise using the whole tone scale.</p> <p>Create musical effects using contrasting pitch Interpret graphic notation on various soundmakers with an understanding of their qualities and capabilities.</p> <p>Learn about and explore techniques used in movie soundtracks.</p>	<p>Devise, combine and structure rhythms through dance.</p> <p>Improvise descriptive music on instruments and other soundmakers.</p>
<b>Vocabulary</b>		Improvise- create on the spot, soundscape, timbre.	Timbre, texture,	Improvise, ostinato, rhythm, beat	Improvise, timbre, soundmakers, melody, pentatonic, graphic score, syncopation, rhythm	Ostinato, rhythm, untuned percussion e.g. drum/tambourine, tuned percussion- xylophone/piano, whole tone scale,	Improvise, rhythms,

<b>Composing</b>		<p>Invent and perform new rhythms to a steady beat.</p> <p>Create, play and combine simple word rhythms.</p> <p>Create a picture in sound</p>	<p>Compose music to illustrate a story.</p> <p>Perform and create simple three- and four-beat rhythms using a simple score.</p>	<p>Select descriptive sounds to accompany a poem.</p> <p>Choose different timbres to make an accompaniment.</p> <p>Make choices about musical structure.</p> <p>Create and perform from a symbol score.</p> <p>Arrange an accompaniment with attention to balance and musical effect.</p> <p>Use a score and combine sounds to create different musical textures.</p>	<p>Compose an introduction for a song.</p> <p>Compose and notate pentatonic melodies on a graphic score.</p> <p>Compose a rap.</p> <p>Compose a fanfare.</p> <p>Compose and play sequences of word rhythms.</p>	<p>Develop a structure for a vocal piece and create graphic scores.</p> <p>Explore extended vocal techniques through listening to and composing 'a capella' (unaccompanied) vocal music based on graphic scores.</p> <p>Use the musical dimensions to create and perform music for a movie.</p> <p>Evaluate and refine compositions with reference to the inter-related dimensions of music.</p> <p>Create sounds for a movie, following a timesheet.</p>	<p>Revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music.</p> <p>Compose programme music from a visual stimulus.</p>
<b>Vocabulary</b>		Beat, tempo, rhythm,	Score- notation, three/four beat- march is 4/4 & waltz is 3/4	Timbres, texture, structure- verse/chorus, score, accompaniment,	Pentatonic, rap, fanfare, word rhythms- based around the syllables	Structure, graphic scores, a capella music- songs sung without accompaniment, graphic scores,	Dimensions of music- timbre, duration, texture, tempo, pitch, dynamics, structure.

<b>Listening</b>		<p>Recognise and respond to changes in tempo in music.</p> <p>Identify changes in pitch and respond to them with movement.</p> <p>Understand how music can tell a story.</p> <p>Understand musical structure by listening and responding through movement.</p>	<p>Match descriptive sounds to images.</p> <p>Listen to and repeat back rhythmic patterns on instruments and body percussion.</p>	<p>Listen to and learn about Hindustani classical music.</p> <p>Learn how sounds are produced and how instruments are classified.</p> <p>Listen to and learn about traditional Chinese music.</p> <p>Listen to and learn about a Romantic piece of music.</p> <p>Listen to and learn about a medieval antiphon.</p> <p>Listen to, learn about, play and dance to Tudor dance music.</p>	<p>Understand how rhythmic articulation affects musical phrasing.</p> <p>Explore the descriptive music of two famous composers of the 20th and 21st century.</p> <p>Listen to and learn about 1940s dance band music.</p> <p>Listen to and play along with Bhangra music.</p> <p>Copy rhythms and a short melody.</p> <p>Match short rhythmic phrases with rhythm notation.</p> <p>Listen to and learn about Renaissance instruments.</p>	<p>Hear and understand the features of the whole tone scale.</p> <p>Listen to and learn about modern classical/avant garde music (20th century).</p> <p>Learn about the music of an early Baroque opera.</p> <p>Demonstrate understanding of the effect of music in movies.</p>	<p>Follow and interpret a complex graphic score for four instruments.</p> <p>Experience and understand the effect of changing harmony.</p> <p>Listen to and understand modulation in a musical bridge.</p>
<b>Vocabulary</b>		Tempo, beat, pitch, structure,	Rhythms, body percussion- making sounds with body parts e.g. clapping,	medieval antiphon- used in churches as a call and response during the service	Rhythm, phrasing, Bhangra, melody, notation, Renaissance- 1400-1600	Whole tone scale, avant garde music- music that broke the existing conventions, Baroque- 1600-1750	Graphic score, harmony, modulation- music changing key, bridge- passage of music that links sections e.g. a verse and chorus.

Appraising		<p>Identify a sequence of sounds (structure) in a piece of music.</p> <p>Listen in detail to a piece of orchestral music (e.g. identify instruments).</p> <p>Identify metre by recognising its pattern</p> <p>Identify a repeated rhythm pattern</p>	<p>Identify ways of producing sounds (e.g. shake, strike, pluck)</p> <p>Identify rising and falling pitch.</p> <p>Listen in detail to a piece of orchestral music (e.g. identify how it depicts a season).</p> <p>Use simple musical vocabulary to describe music.</p> <p>Listen, describe and respond to contemporary orchestral music.</p>	<p>Identify the metre in a piece of music.</p> <p>Recognise rhythm patterns in staff notation.</p> <p>Recognise pitch shapes.</p>	<p>Identify different instrument groups from a recording.</p> <p>Describe the structure of a piece of orchestral music.</p> <p>Develop listening skills by analysing and comparing music from different traditions Identify key features of minimalist music.</p> <p>Compare and contrast the structure of two pieces of music.</p> <p>Identify the metre of a new song or piece.</p> <p>Listen to and analyse 20th century ballet music.</p>	<p>Listen to a 19th century tone poem and describe its effects and use of the musical dimensions.</p> <p>Listen to and analyse 19th century impressionist music using musical vocabulary.</p> <p>Compare and contrast two pieces of 19th century Romantic music.</p> <p>Identify changes in tempo and their effects.</p> <p>Evaluate and refine compositions with reference to the inter-related dimensions of music</p> <p>Explore and analyse a song arrangement and its structure.</p> <p>Rehearse, improve and analyse an ensemble performance, with attention to balance and staying in time.</p>	<p>Revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music.</p> <p>Discuss the music of a Russian Romantic composer with reference to a painting from the same period</p>
Vocabulary		<p>Structure, metre e.g. ¾ or 4/4</p> <p>Rhythm</p> <p>Repeated pattern</p>	<p>Pitch</p> <p>Orchestra</p>	<p>Metre</p> <p>Rhythmic patterns</p> <p>Notation</p> <p>Pitch shapes</p>	<p>Orchestra</p> <p>Minimalism</p> <p>Metre e.g. 3/4 or 4/4</p>	<p>Tone poem</p> <p>Impressionism</p> <p>Romantic music- 1780-1910</p> <p>Dimensions of music- timbre, duration, texture, tempo, pitch, dynamics, structure</p>	<p>Dimensions of music- timbre, duration, texture, tempo, pitch, dynamics, structure</p> <p>Romantic music- 1780-1910</p>

### **ALL- Dimensions/elements**

*The inter-related building blocks of music (formerly referred to in the English National Curriculum as elements): **duration, dynamics, pitch, structure, tempo, texture, and timbre** (see definitions)*