



MUSIC Progression



At Glenfield Infant School, music is broken down into concepts that run through and between all year groups. The children are taught the vocabulary, declarative knowledge and procedural knowledge for each concept. There is a clear progression for each concept that outlines what children will be taught in each year group.

Singing	Playing instruments	Composing + improvising	Listening + responding
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Music National Curriculum Expectations

EYFS	Key Stage 1
<ul style="list-style-type: none">Sing a range of well-known nursery rhymes and songs	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">use their voices expressively and creatively by singing songs and speaking chants and rhymesplay tuned and untuned instruments musicallylisten with concentration and understanding to a range of high-quality live and recorded musicexperiment with, create, select and combine sounds using the inter-related dimensions of music.

Music Concept Disciplinary Skills progression

Disciplinary knowledge is the knowledge which helps us to embed the substantive knowledge that we learn in Music. They are the ways in which musicians think or work. Below is an overview of these and how they progress through our curriculum here at Glenfield. At Glenfield, our children will be able to:

	EYFS (from Musical Development Matters)	Year 1	Year 2
Singing	<ul style="list-style-type: none">Match pitch when singingSing the melodic shape of familiar songsSing entire songsPerform songs in a range of contextsInternalise parts of music	<ul style="list-style-type: none">Enjoy singing chants and rhymes showing a sense of rhythm.Follow the melodic shape of phrases and songs with some control.Control long & short soundsControl the tempo of their singing.	<ul style="list-style-type: none">Take part in singing songs following the melody well and showing an understanding of simple structures such as 'verse /chorus/verse' and 'call and response'.Show the shape of a melody with their

	<p>Vocabulary: speaking voice, singing voice, whispering voice, quiet voice, loud voice, low growly voice, high squeaky voice, different timbre of voices eg: “like a robot”, “like the queen”, “like Daddy Bear”</p>	<ul style="list-style-type: none"> Follow simple instructions about how and when to sing. e.g. getting louder, slowing down. <p>Vocabulary: different vocal timbres, slide, jump, match my voice, echo, call & response, pitch, verse, chorus</p>	hand as they sing and follow this showing a developing vocal control. <p>Vocabulary: different vocal timbres, slide, jump, match my voice, echo, call & response, pitch, verse, chorus</p>
<p>Playing Instruments</p>	<ul style="list-style-type: none"> Play instruments in response to the structure of the music Keep a steady beat whilst playing instruments Play rhythms to accompany words (MAY) Play along to the beat of a song or piece of music (MAY) Play along with the rhythm in music <p>Vocabulary: loud, quiet, getting louder, getting quieter, fast, slow, fast and quiet, fast and loud, quiet and slow, quiet and loud, long, short, start, stop, high and squeaky, low and growly</p>	<ul style="list-style-type: none"> Play tuned and un-tuned instruments with control following a conductor's signals or written pictorial notation To control long and short sounds using instruments. To tap rhythms to accompany words, eg tapping the syllables of names/topic words To follow the simplified musical notation of 'black blobs' to follow simple recorded rhythmic patterns (ta, tete, rest) To play instruments in time to a steady beat <p>Vocabulary: loud, quiet, getting louder, getting quieter, fast, slow, getting faster, getting slower, long, short, high, low, middle (related to pitch) beat, rhythm, rhythm words based on syllables (ta, tete, rest)</p>	<ul style="list-style-type: none"> Begin to use some traditional note values and Kodaly words (quavers, crotchets, one beat rest ta, tete rest) to play rhythms Demonstrate an understanding of the ‘Inter-Related Dimensions’ of music when playing tuned or untuned instruments alone and as part of a group <p>Vocabulary: loud, quiet, getting louder, getting quieter, fast, slow, getting faster, getting slower, long, short, high, low, middle (related to pitch) beat, rhythm, rhythm words (two, ta, tete, rest), symbol, rhythm notation; crotchets, quavers, rest, stave</p>
<p>Composing and Improvising</p>	<ul style="list-style-type: none"> Create music based on a theme Create rhythms using instruments and body percussion <p>Vocabulary:</p>	<ul style="list-style-type: none"> Choose instrumental sounds or sound makers to represent different things Make sounds imaginatively to represent ideas demonstrating an understanding of the Inter-Related Dimensions of 	<ul style="list-style-type: none"> Experiment with, create, select and combine sounds to fit a certain mood, character idea or event Demonstrate an understanding of simple musical structures such as ABA

	<p>loud, quiet, getting louder, getting quieter, fast, slow, fast and quiet, fast and loud, quiet and slow, quiet and loud, long, short, start, stop, high and squeaky, low and growly</p>	<p>Music</p> <ul style="list-style-type: none"> Use instruments to represent a narrative or character and to convey a certain mood <p>Vocabulary: loud, quiet, getting louder, getting quieter, fast, slow, getting faster, getting slower, long, short, high, low, middle (related to pitch) patterns, symbol, rhythm, high, low, middle, simple structures eg: ABA</p>	<p>through own musical compositions</p> <ul style="list-style-type: none"> Perform simple musical patterns and soundscapes and record it using graphic scores and other simple notations. Invent their own symbols to represent sounds and to arrange them to convey a simple narrative. <p>Vocabulary: loud, quiet, getting louder, getting quieter, fast, slow, getting faster, getting slower, long, short, high, low, middle (related to pitch) patterns, symbol, rhythm, high, low, middle, simple structures eg: ABA</p>
<p>Listening and Responding</p>	<ul style="list-style-type: none"> Respond to, distinguish and describe changes in music. Compare features of different pieces of music. Associate music with characters and stories. Move to the sound of instruments Combine moving, singing and playing instruments Move in time with the pulse of the music Physically respond to changes in music Replicate familiar choreographed dances Choreograph dances to familiar music <p>Vocabulary: loud, quiet, getting louder, getting quieter, fast, slow, fast and quiet, fast and loud,</p>	<ul style="list-style-type: none"> Show enjoyment and explain their preferences when listening to a range of live and recorded music Keep in time to a steady beat through a range of copied actions such as clapping, tapping and marching. Physically respond to changes in the music and explain how it has changed Replicate familiar choreographed dances including circle songs. Listen carefully and respond to repeated parts of the music that a teacher has identified showing their recognition of such features. Explain how a piece of music makes them feel e.g. sad, excited. Respond to live or recorded music through drawing or painting and be able to explain their responses. 	<ul style="list-style-type: none"> To use success criteria to listen to and appraise the music of others and themselves Listen attentively to a range of live and recorded music and begin to use simple music vocabulary of the 'Inter-Related Dimensions' to justify their preferences. Keep in time to a steady beat through a range of actions and to be able to create their own repeating patterns using body percussion and movement. Follow choreographed dances including circle songs remembering sequences of movement. Use music vocabulary to explain features and changes in live and recorded music that a teacher has identified

<p>quiet and slow, quiet and loud, long, short, start, stop, high and squeaky, low and growly</p>	<p>Vocabulary: loud, quiet, getting louder, getting quieter, fast, slow, getting faster, getting slower, high, low, getting higher, getting lower, names of well-known instruments, relating what they hear to pictures, characters, moods, emotions</p>	<ul style="list-style-type: none"> • Respond to live or recorded music through drawing or painting and be able to explain their responses using music vocabulary <p>Vocabulary: loud, quiet, getting louder, getting quieter, fast, slow, getting faster, getting slower, high, low, getting higher, getting lower, names of well known instruments, relating what they hear to pictures, characters, moods, emotions</p>
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Music Concept Substantive Knowledge progression

Substantive knowledge is the collection of established facts within a subject. It's the content that students need to know and provides the foundational knowledge needed to understand the world. At Glenfield, we have sequenced the knowledge in our music curriculum by the inter-related dimensions of music; pitch and harmony, dynamics, tempo, duration, structure, timbre, texture and notation.

Inter-related dimensions of music	Year R	Year 1	Year 2
Pitch + Harmony <i>Pitch – how high or low the sound is</i>	Understand that sounds can be high and low. Vocabulary: Low, high	Begin to recognise and describe changes in pitch Vocabulary: Low, middle, high, pitch.	Recognise and describe changes in pitch. Read and play simple three note melodies. Vocabulary: Low, middle, high, pitch, getting higher, getting lower
Harmony – combinations of pitches			
Dynamics <i>=Loud and quiet sounds. Changes between loud and quiet.</i>	Understand that sounds can be loud and quiet Recognise changes in dynamics (loud and quiet) Vocabulary: Loud and quiet.	Begin to identify and create changes in dynamics. Vocabulary: Loud and quiet, getting louder, getting quieter.	Identify changes in dynamics. Recognise and create gradual changes in dynamics. Vocabulary: Loud and quiet, crescendo, diminuendo
Tempo <i>= The speed of the sound</i>	Understand that sounds can be fast and slow. Recognise changes in tempo (fast and slow). Vocabulary: Fast and slow	Begin to identify changes in tempo. Begin to recognise gradual changes in tempo. Vocabulary: Fast, slow, getting faster, getting slower.	Identify changes in tempo. Recognise gradual changes in tempo. Vocabulary: Fast, slow, getting faster, getting slower,

<p>Duration = the length of the sound Pulse = steady beat Rhythm = a pattern of long and short sounds</p>	<p>Understand that sounds can be long and short. Vocabulary: Long sound, short sound, steady beat.</p>	<p>Recognise long and short sounds. Vocabulary: Steady beat, rhythm.</p>	<p>Know that the pulse is the steady beat of the music. Know that a rhythm is a pattern of long and short sounds. Vocabulary: Steady beat, rhythm.</p>
<p>Structure = How the music is organised</p>	<p>Understand that music can have repeating parts. Vocabulary: Repeat, pattern</p>	<p>Understand that sounds can be organised into simple patterns. Understand a call and response structure. Vocabulary: Verse, chorus, call and response, repeat</p>	<p>Recognise different forms of repeating patterns. Recognise the pattern of verse and chorus. Vocabulary: Verse, chorus, call and response, repeat, round</p>
<p>Timbre =The quality of a sound</p>	<p>Understand that voices, instruments and sound makers can make different types of sound. Vocabulary: Tapping, scraping, shaking,</p>	<p>Begin to recognise and create changes in timbre. Vocabulary: Names of classroom percussion instruments. Smooth, jerky,</p>	<p>Identify different instruments and group them into family sounds. Recognise when composers have changed timbre. Vocabulary: Names of instruments (classroom and orchestral) String, woodwind, percussion, brass, smooth, jerky.</p>
<p>Texture = layers of sounds together</p>	<p>Know that sounds can be played separately or together. Vocabulary: together</p>	<p>Recognise when sounds are played separately or together. Vocabulary: together, separate</p>	<p>Understand that texture is how many sounds are playing together. Vocabulary: layer, solo</p>
<p>Notation = how musical ideas are written down</p>	<p>Know that simple symbols can represent sounds.  Know that the syllables of words can be used to create simple rhythms.</p>	<p>Know that the inter-related dimensions can be shown through symbols e.g. big =loud, small =quiet Recognise simple dot notation and match it to pitches e.g.</p>	<p>Know, recognise and read notation for a crotchet, minim and barred quavers. Begin to understand how pitch is shown on stave notation.</p>

<p><i>Graphic notation</i> <i>Pitch notation</i> <i>Rhythm notation</i></p>	<p>Vocabulary: Symbol.</p>	 <p>Know that dots can be used to represent syllables in a word and correspond to the number of sounds. E.g. one dot = one sound,</p> <p>Vocabulary: Symbol, black blob.</p>	<p>Vocabulary: Black blob, stave, crotchet, barred quavers, rest, minim</p>
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