



MUSIC

PROGRESSION DOCUMENT

Highfield Community Primary School

Janet McLoughlin

Year group	Autumn	Spring	Summer
Reception	Exploring sound	Music and movement	Musical stories
Year 1	All about me	Snail and mouse	By the sea
Year 2	Musical me	On this island	Myths and legends
Year 3	Ballads	Mountains	Jazz
Year 4	Rock and roll	Haiku music	Rivers
Year 5	Keyboards	Keyboards	Keyboards
Year 6	Fingal's cave	Film music	Pop art

	Music Progression		
Three and four year olds	Expressive arts and design		<ul style="list-style-type: none"> Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know.
Reception	Expressive arts and design		<ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs Perform songs, rhymes poems and stories with others – and when appropriate- try and move in time with the music.
	Physical Development	Fine Motor Skills	<ul style="list-style-type: none"> Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music.
	Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> Children sing songs, make music. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interaction They represent their own ideas, thoughts and feelings through music.

Music

Pre- National Curriculum

Phase 1 (P4)	Phase 2 (P5)	Phase 3 (P6)	Phase 4 (P7)	Phase 5 (P8)
<ul style="list-style-type: none"> I can respond in the class Hello song. I am learning to care for the instruments. I can vocalise along to familiar songs and musical activities. I can move my body to music. I know when a wrong word is put in a nursery rhyme. I can make the noises of things (e.g. car, dog, cow) when I see a picture of it. I can choose an instrument from the box 	<ul style="list-style-type: none"> I know where equipment goes and how to use it I can use my singing and talking voice I can perform with others and follow signs to stop and start I can copy long/short, fast/slow, loud/quiet sounds I can say if a sound is loud or quiet I can join in with some of the singing I can start and stop dancing when the music starts and stops I can copy some of the actions the teacher shows me 	<ul style="list-style-type: none"> I can hold my instrument quietly I can find a banging or shaking instrument I can follow pictures to make patterns with my teacher, for example, long, short, long I can take turns to make sounds with my friends I can follow and copy my teacher in movement I can talk through a sound sequence, for example, loud, loud, quiet, loud and then play it I can make three different body sounds, for example, stamp, clap, rub hands 	<ul style="list-style-type: none"> I know that music can change how I feel I know I have to wait for my time to play my instrument in a performance I know the sounds I make can try to describe things I know I should be quiet before and after a performance I can follow graphic signs to play in different ways I can change instrument sounds by being asked to play slower/louder I can learn new simple songs 	<ul style="list-style-type: none"> I can follow a short graphic score (3-6 symbols) I can listen to music and use pictures to talk about it I can sing whole songs in a group and can sing by myself I know what I should be doing in a simple performance and what my friends should be doing I know how I should behave on stage I can get three different sounds from one instrument I can make up movements to match the music I can talk about my favourite music or song

Music in KS1 and KS2		
	<p>Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.</p> <p>The national curriculum for music aims to ensure that all pupils:</p> <ul style="list-style-type: none"> perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations 	
	KS1 Music National curriculum	KS2 Music National curriculum
	<p>KS1 Music National Curriculum</p> <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 rhymes play tuned and un-tuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music <p>experiment with, create, select and combine sounds using the interrelated dimensions of music</p>	<p>KS2 Music National Curriculum</p> <p>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 interrelated 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

	Music Progression Listening	
Year 1	Disciplinary Knowledge	Substantive Knowledge
	<ul style="list-style-type: none"> • Recognising and understanding the difference between pulse and rhythm. • Understanding that different types of sounds are called timbres. • Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower). • Describing the character, mood, or 'story' of music they listen to, both verbally and through movement. • Describing the differences between two pieces of music • Expressing a basic opinion about music (like/dislike) • Listening to and repeating short, simple rhythmic patterns • Listening and responding to other performers by playing as part of a group 	<ul style="list-style-type: none"> • To know that a piece of music can have more than one section, e.g. a verse and a chorus. • Sounds can help tell a story • To know that dynamics can change how someone listening feels about music. • To know that rhythm means a pattern of long and short notes. • To know that pulse is the regular beat that goes through music. • To understand that tempo can be used to represent mood or help tell a story. • To know that your voice can be used as a musical instrument
Year 2	Disciplinary Knowledge	Substantive Knowledge
	<ul style="list-style-type: none"> • Recognising timbre changes in music they listen to. • Recognising structural features in music they listen to. • Listening to and recognising instrumentation. • Beginning to use musical vocabulary to describe music. • Identifying melodies that move in steps. • Listening to and repeating a short, simple melody by ear. • Suggesting improvements to their own and others' work. 	<ul style="list-style-type: none"> • To know that dynamics can change the effect a sound has on the audience. • To understand that an instrument can be matched to an animal noise based on its timbre. • To know that a 'soundscape' is a landscape created using only sounds. • To understand that an instrument can be matched to an animal noise based on its timbre. • To understand that a melody is made up from high and low pitched notes played one after the other, making a tune. • To know that a composition is a collection of musical elements.

	Music Progression Listening	
Year 3	Disciplinary Knowledge	Substantive Knowledge
	<ul style="list-style-type: none"> Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Understanding that music from different parts of the world has different features. Recognising and explaining the changes within a piece of music using musical vocabulary. Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. Beginning to show an awareness of metre. Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. 	<ul style="list-style-type: none"> To understand that the timbre of instruments played affect the mood and style of a piece of music. To know that to perform well, it is important to listen to the other members of your ensemble. To know and use musical vocabulary To begin to understand the use of metre To know and talk about some of the textural details of a piece of music
Year 4	Disciplinary Knowledge	Substantive Knowledge
	<ul style="list-style-type: none"> Recognising the use and development of motifs in music. Identifying gradual dynamic and tempo changes within a piece of music. Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll). Identifying common features between different genres, styles and traditions of music. Recognising, naming and explaining the effect of the interrelated dimensions of music. Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. Using musical vocabulary to discuss the purpose of a piece of music. Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work 	<ul style="list-style-type: none"> To know that expressive language (like a poem) can be used as inspiration for composing music. To understand that both instruments and voices can create audio effects that describe something you can see. To know that grouping instruments according to their timbre can create contrasting 'textures' in music. To understand that harmony means playing two notes at the same time, which usually sound good together 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!).

	Music Progression Listening	
Year 5	Disciplinary Knowledge	Substantive Knowledge
	<ul style="list-style-type: none"> • Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. • Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. • Comparing, discussing and evaluating music using detailed musical vocabulary. • Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work 	<ul style="list-style-type: none"> • To know about the stylistic features of different genres and to talk confidently about them • To know a growing range of musical vocabulary and use it in discussions • To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.
Year 6	Disciplinary Knowledge	Substantive Knowledge
	<ul style="list-style-type: none"> • 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. • Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music). • Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. • Identifying the way that features of a song can complement one another to create a coherent overall effect. • Use musical vocabulary correctly when describing and evaluating the features of a piece of music. • Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. • Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work. 	<ul style="list-style-type: none"> • To know that timbre can also be thought of as 'tone colour' and can be described in many ways e.g. warm or cold, rich or bright. • To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change. • To understand that improvisation means making up music 'on the spot'. • A 'counter-subject' or 'counter-melody' provides contrast to the main melody. • To understand that 'major' key signatures use note pitches that sound cheerful and upbeat. • To understand that 'minor' key signatures use note pitches that can suggest sadness and tension.

	Music Progression Composing	
Year 1	Disciplinary Knowledge	Substantive Knowledge
	<ul style="list-style-type: none"> • Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. • Combining instrumental and vocal sounds within a given structure. • Creating simple melodies using a few notes. • Choosing dynamics, tempo and timbre for a piece of music. • They represent their own ideas, thoughts and feelings through music 	<ul style="list-style-type: none"> • To understand that music can be represented by pictures or symbols. • To understand that 'tuned' instruments play more than one pitch of notes. • To know that my voice, body and instruments can show fast and slow beats.
Year 2	Disciplinary Knowledge	Substantive Knowledge
	<ul style="list-style-type: none"> • Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. • Successfully combining and layering several instrumental and vocal patterns within a given structure. • Creating simple melodies from five or more notes. • Choosing appropriate dynamics, tempo and timbre for a piece of music. • Using letter name and graphic notation to represent the details of their composition. • Beginning to suggest improvements to their own work. 	<ul style="list-style-type: none"> • To know that the long and short sounds of a spoken phrase can be represented by a rhythm. • To understand that structure means the organisation of sounds within music, e.g. a chorus and verse pattern in a song. • To understand that the tempo of a musical phrase can be changed to achieve a different effect. • To know that 'notation' means writing music down so that someone else can play it. • To understand that a melody is made up from high and low pitched notes played one after the other, making a tune. To know that a composition is a collection of musical elements, like the melody, percussion, dynamics etc. that together make a piece of music.

	Music Progression Composing	
Year 3	Disciplinary Knowledge	Substantive Knowledge
	<ul style="list-style-type: none"> Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing). Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. Suggesting and implementing improvements to their own work, using musical vocabulary. 	<ul style="list-style-type: none"> 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. To understand that the timbre of instruments played affect the mood and style of a piece of music. To know that an ensemble is a group of musicians who perform together. To know that a ballad tells a story through song.
Year 4	Disciplinary Knowledge	Substantive Knowledge
	<ul style="list-style-type: none"> Composing a coherent piece of music in a given style with voices, bodies and instruments. Beginning to improvise musically within a given style. Developing melodies using rhythmic variation, transposition, inversion, and looping. Creating a piece of music with at least four different layers and a clear structure. Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions. Suggesting improvements to others' work, using musical vocabulary. 	<ul style="list-style-type: none"> To know that rock and roll music uses blues chord structures, with a fast tempo and strong vocals. It was created after the second world war and it was intended to represent happiness. To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll. To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed. An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice.

	Music Progression Composing	
Year 5	Disciplinary Knowledge	Substantive Knowledge
	<ul style="list-style-type: none"> Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). Improvising coherently within a given style. Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. Using staff notation to record rhythms and melodies. Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. Suggesting and demonstrating improvements to own and others' work. Improvising coherently and creatively within a given style, incorporating given features. 	<ul style="list-style-type: none"> To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad. 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.
Year 6	Disciplinary Knowledge	Substantive Knowledge
	<ul style="list-style-type: none"> Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments. Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. Recording own composition using appropriate forms of notation and/or technology and incorporating. Constructively critique their own and others' work, using musical vocabulary. 	<ul style="list-style-type: none"> 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'. To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly. To know that a 'polyphonic' texture means lots of individual melodies layered together, like in a canon.

	Music Progression Performing	
Year 1	Disciplinary Knowledge	Substantive Knowledge
	<ul style="list-style-type: none"> • Using their voices expressively to speak and chant. • Singing short songs from memory, maintaining the overall shape of the melody and keeping in time. • Maintaining the pulse (play on the beat) using hands, and tuned and un tuned instruments. • Copying back short rhythmic and melodic phrases on percussion instruments. • Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance. 	<ul style="list-style-type: none"> • They represent their own ideas, thoughts and feelings through music • To know that pulse is the regular beat that goes through music and it can change • To understand that the pulse of music can get faster or slower. • To know that your voice can be used as a musical instrument • To know that body percussion means making sounds with your body not your voice, e.g. clapping or slapping knees. • To know that following a leader when we perform helps everyone play together accurately. • To understand that tempo can be used to represent mood or help tell a story.
Year 2	Disciplinary Knowledge	Substantive Knowledge
	<ul style="list-style-type: none"> • Performing from graphic notation. • Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). • Singing short songs from memory, with melodic and rhythmic accuracy. • Copying longer rhythmic patterns on un-tuned percussion instruments, keeping a steady pulse. • Performing expressively using dynamics and timbre to alter sounds as appropriate. • Singing back short melodic patterns by ear and playing short melodic patterns from letter notation. 	<ul style="list-style-type: none"> • To know that a graphic score can show a picture of the structure of music • To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music. • To know that dynamics can change the effect a sound has on the audience.

	Music Progression Performing	
Year 3	Disciplinary Knowledge	Substantive Knowledge
	<ul style="list-style-type: none"> Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. <p>Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology</p>	<ul style="list-style-type: none"> To know that an ensemble is a group of musicians who perform together. 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. To understand that 'syncopation' means a rhythm that is played off the natural beat. To know that written music tells you how long to play a note for.
Year 4	Disciplinary Knowledge	Substantive Knowledge
	<ul style="list-style-type: none"> 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. Singing and playing in time with peers with accuracy and awareness of their part in the group performance. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. Playing syncopated rhythms with accuracy, control and fluency. 	<ul style="list-style-type: none"> To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'. To know that a 'loop' in music is a repeated melody or rhythm. To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music. <p>To know that a motif can be adapted by changing the notes, the rhythm or the order of notes.</p>

	Music Progression Performing	
Year 5	Disciplinary Knowledge	Substantive Knowledge
	<ul style="list-style-type: none"> Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. 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. Performing with accuracy and fluency from graphic and simple staff notation. 	<ul style="list-style-type: none"> To know that simple pictures can be used to represent the structure (organisation) of music. To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note 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. To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.
Year 6	Disciplinary Knowledge	Substantive Knowledge
	<ul style="list-style-type: none"> Playing a simple chord progression with accuracy and fluency. Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group. Performing a solo or taking a leadership role within a performance. Performing with accuracy and fluency from graphic and staff notation and from their own notation. Performing by following a conductor's cues and directions. 	<ul style="list-style-type: none"> To know that 'variations' in music are when a main melody is changed in some way throughout the piece. To know that a chord progression is a sequence of chords that repeats throughout a song. To know that music in which very similar parts are introduced one by one to overlap is called a canon To know that the conductor beats time to help the performers work well together. 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'.

Musical vocabulary

Year 1	body percussion, chant, clap, copy, drum, instrument, in time, shaker, percussion instrument, perform, play, pulse, rhythm, sing, syllables Beat, fast, singing voice, slow, speaking voice, warm up. body percussion, brass, conductor, dynamics, fast, inspire, instruments, layer, loud, mood, percussion, performance, pitch, quiet, represent, slow, sounds, speed, strings, vocal sounds, volume, woodwind
Year 2	beat, composer, composition, dynamics, emotion, imitate, in time, letter, melody, notation, notes, pattern, performance, pulse, represent, rhythm, sound effects, timbre, tune, volume accurately, body percussion, compose, composition, duration, dynamics, folk song, inspired, inspiration, inter-related dimensions of music, layered effect, lyrics, performing, pitch, representing, soundscape, structure, tempo, texture, timbre, voice percussion
Year 3	ballad, chorus, compose, dynamics, emotions, ensemble, facial expressions, features, feelings, instrumentals, lyrics, melody, nonsense words, performance, phrases, poem, pop songs, rehearse, rhyme, solo, stanza, story mountain, summarize, tune, verse, vocabulary, volume atmosphere, compose, composition, dynamics, ensemble, influence, in-time, layers, letter notation, melodic pattern, melody, opinion, notation, pitch, repeated rhythm, represent, sound effect, soundscape, story, tempo, timbre, tuned percussion, unturned percussion, call and response, traditional jazz, improvisation, jazz, off-beat, motif, pitch, ragtime, rhythm, scat singing, straight quaver, strung quaver, swung rhythm, swing music, syncopated rhythm, syncopation, tune,
Year 4	bass line, beat, chorus, dynamics, flat notes, hand jive, in-time, in-tune, notation, originate, pitch, rhythm, rhythmic patterns, rock and roll, sections, sequence, sharp notes, style, tempo, unturned percussion, verse, vocals, walking bass line 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 composing, col legno, descriptive, dynamics, duration, effect, forte, glissando, haiku, inspiration, inter-related dimensions of music, melody, piano, pitch, pizzicato, represent, silent, sliding pitch, sound, sound effects, staccato, structure, syllable, tempo, texture, timbre, verse, vocabulary
Year 5	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 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
Year 6	3/4 time, 4/4 time, accidentals, body percussion, diaphragm, legato, motif, orchestra, percussion, phrases, pitch, pizzicato, pulse, quaver, rhythm, rhythmic elements, section, semi-quaver, staccato, tempo, theme, TIKI-TIKI, TI-TIKI, TIKI-TI, translate, variations, vocal line, woodwind accelerando, Body percussion, brass, characteristics, chords, chromatics, clashing, composition, conversation, convey, crescendo, descending, dynamics, emotion, evoke, features, imagery, improvise, interpret, interval, major, melodic, melody, military, minor, modulate, musical, orchestral, pitch, polished, sequence, solo, soundtrack, symbol, timpani, tension, texture, tremolo, unison, urgency classical, characterise, composition, conductor, depict, dynamics, ensemble, graphic score, improvisation, notation, orchestra, pitch, texture

