Music DISCIPLINARY knowledge progression overview

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 Hollybrook Schools.

At Hollybrook our children will be able to:

Disciplines	EYFS	KS1	Lower KS2 (Y3 and 4)	Upper KS2 (Y5 and 6)
 Singing	➢ Sing or chant small parts of songs or phrases as part of the whole school/class / group-++ or solo with enjoyment. ➢ Begin to develop a sense of melodic shape and rhythm in their singing. ➢ Begin to change their singing voice to demonstrate changes in dimensions such as loud/quiet, fast/slow. **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"	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 hand as they sing and follow this showing a developing vocal control. Control long & short sounds Control the tempo of their singing. Follow simple instructions about how and when to sing. e.g. getting louder, slowing down. **VOCABULARY**: different vocal timbres, slide, jump, match my voice, echo, call & response, pitch, verse, chorus.	➢ Confidently sing a variety of songs from different genres with accuracy of pitch ➢ Maintain parts in more difficult songs/part songs ➢ Confidently and fluently sing in tune with clear diction, breath control and tone. **VOCABULARY**: verse, chorus, ostinato, round, diction	Sing with increasing understanding of expression ➢ Sing more complex songs including simple harmony parts ➢ Pupils sing with confidence and expression **VOCABULARY**: song structure (verse, chorus, bridge, intro, outro), harmony, phrase, balance, audience

 Playing Instruments	➢ To follow a conductor when playing instruments with increasing control. ➢ To follow simple pictures or pictorial symbols when playing instruments ➢ To play instruments to match the structure of recorded music ➢ To begin to play instruments in time to a steady beat. ➢ To enjoy playing a range of tuned and untuned instruments, recognising that they make different sounds and that they can be played in different ways e.g. tapping, scrapping or shaking. ➢ recognise the different sounds that instruments make when they are out of sight	➢ Play tuned and un-tuned instruments with control following a conductor's signals or written pictorial notation. ➢ To play instruments in time to a steady beat. ➢ 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. ➢ To use some traditional note values (quavers, crotchets, 1 beat rest) to play rhythms. ➢ To play the notes B and A on the recorder with the correct fingering and hold position. ➢ Demonstrate an understanding of the 'Inter-Related Dimensions' of music when playing tuned or untuned instruments alone and as part of a group	➢ Pupils can perform confidently, both on their own and as part of a group, with an understanding of how their part fits with others ➢ Understand the effect of rhythm, pitch and dynamics ➢ Pupils can perform from basic notation, reading rhythms confidently ➢ Pupils can play using a range of tuned and untuned percussion, showing good rhythmic and melodic control. ➢ Demonstrate correct techniques when playing melodic and rhythmic patterns with expression ➢ Pupils can read rhythm notation, with a growing awareness of pitch notation.	➢ Confidently perform a piece of music as a group, using a range of different instruments, including those learnt outside the classroom. ➢ Performances show a clear awareness of expression and balance ➢ Pupils can read and perform from a range of different notations. ➢ Maintain own part where appropriate within a group performance. ➢ Pupils can play confidently demonstrating musical quality eg: clear starts and ends, phrases, technical accuracy. ➢ Pupils can read and perform from a range of different notations

		➢ To use success criteria to listen to and appraise the music of others and themselves		
	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	**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 (fly, spider, rest), symbol, rhythm notation; crotchets, quavers, rest, stave	**VOCABULARY**: Dynamics, Tempo, Pitch, Duration, Timbre, Melody, Beat and Rhythm terminology linked to word rhythms (fly, spider, caterpillar, rest) and introducing the correct terms, some Italian terms related to dynamics and tempo	**VOCABULARY**: Dynamics, Tempo, Pitch, Duration, Timbre, Melody, some Italian terms linked to dynamics and tempo, rhythm names (word rhythms and standard names), score, pitch notation names, chords
 Composing and Improvising	➢ Follow a teacher's lead to create music based on a theme using a range of untuned instruments ➢ Make sounds imaginatively to represent ideas ➢ Explore different ways to make sounds e.g. loudly, quietly, smoothly, jerkily.	➢ 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 Music ➢ Use instruments to represent a narrative or character and to convey a certain mood, character, idea or event. ➢ 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. ➢ Demonstrate an understanding of simple musical structures	➢ Experiment with tuned and untuned instruments, improvising using rhythms and melody. ➢ Communicate thoughts, ideas and feelings through simple musical compositions. ➢ Use musical symbols and notation to record and create compositions ➢ Create and refine musical improvisations using more complex rhythms and melody ➢ Create melodic and rhythmic patterns, melodies using voice, instruments and technology ➢ Create layers of sound within musical structures using simple rhythmic patterns and melodies and showing an understanding of how sounds fit together	➢ Create and refine melodic and rhythmic improvisations showing an awareness of different styles and genres ➢ Create music which demonstrates an understanding of structure ➢ Explore, select, combine and manipulate a range of different sounds, including technological to create stylised compositions. ➢ Compose rhythmic and melodic ideas within clear structures ➢ Use different kinds of notations to record and create

	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	such as ABA through own musical compositions . **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	**VOCABULARY**: Ostinato, layer, repeat, slide, jump, scale, simple structures eg: ABA, introduction, ending	**VOCABULARY:** Structure terms like ABA (Ternary), Rondo, song structure terminology (verse, chorus etc.), major, minor, chords, riff, blues scale, 12 Bar Blues, root notes, chords
 Listening and Responding	➢ Show enjoyment and preferences when listening to a range of live and recorded music. ➢ Combine moving, singing and playing instruments, eg marching, tapping a drum whilst singing. ➢ Begin to move in time to the pulse of the music. ➢ Physically respond to changes in the music, e.g jumps in response to loud/sudden changes in the music. ➢ Begin to copy simple, repeating clapping patterns sometimes keeping in time to a steady beat.	➢ 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 country dances and circle songs remembering sequences of movement. ➢ Use music Vocabulary to explain features and changes in live and recorded music that a teacher has identified ➢ Respond to live or recorded music through drawing or painting and be able to explain	➢ Listen and respond to own and others work offering and accepting feedback and suggestions. ➢ Offer comments from own and others' work and ways to improve, accept feedback and suggestions from others. ➢ Aurally identify, recognise and respond to standard and invented composition. ➢ When listening to a range of live and recorded music from different traditions, genres, styles and times, they respond eg: what sounds can they hear and why did the composer use this effect.	➢ Critique own and others' work offering specific comments, eg explaining the effects of different musical elements and justify opinions ➢ Listen to a range of live and recorded music from different traditions, genres, styles and times, comparing types of music and expressing preference

	➢ Copy simple repeating body movements to correspond to patterns within recorded or live music. **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	their responses using music Vocabulary. **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	**VOCABULARY**: Elements words (tempo, dynamics, duration, pitch, timbre), Pitch notation using lines or blobs (relative pitch), What mood does the composer create? How does the music make you feel? orchestral families and names of less familiar instruments in them. What in the music makes certain effects?	**VOCABULARY**: Elements words, Italian terms for tempo and dynamics. What does the composer want to create and how does he/she do this?