

St Botolph's School Progression of Knowledge and Skills in Music

R to Y6

Alongside the teaching of music skills, teachers will draw attention to relevant music knowledge and facts related to the 7 musical dimensions, music history and music genres. At St Botolph's we develop children's knowledge of standard notation progressively through KS1 and KS2.

YR Music Skills:
Using Voices
Speak and chant short phases together Find their singing voice and begin to develop an awareness of pitch over a small range of notes Make changes in their voices to express different moods /feelings Co-ordinate actions to go with a song Sing short phrases or responses on their own Sing a variety of songs both accompanied and unaccompanied.
Using Classroom Instruments
Play instruments by shaking, scraping, rattling, tapping etc. Start and stop together Begin to develop a sense of beat, using instruments or body sounds Respond to symbols or hand signs Play loudly, quietly, fast, slow Copy a simple rhythm pattern or number of beats played on an instrument. Play along to music showing a developing awareness of the beat Play with a sense of purpose and enjoyment
Explore
Different sounds made by the voice, hands, found objects and conventional instruments (timbre) High and low sounds (pitch) Long and short sounds (duration) Loud and quiet sounds (dynamics) Fast and slow sounds (tempo) Begin to be aware of the effect that different sounds have to convey mood or meaning
Compose
Begin to create and manipulate different effects on a sound source or instrument Add chosen sound effects at an appropriate moment in a story or song Sort and name different sounds Create a sequence of different sounds in response to a given stimuli
Listening
Listen to sounds and respond by talking about them or physically with movement and dance Recognise the sounds of the percussion instruments used in the classroom and identify and name them Respond appropriately to a range of classroom songs, e.g. tidy up songs, circle time songs, line up songs.
Evaluating and appraising
Begin to identify and describe key features or extreme contrasts within a piece of music Begin to use musical terms (louder/quieter, faster/slower, higher/lower)

FOUND OBJECTS

SINGING VOICE

STEADY BEAT

DURATION

PITCH

TEMPO

DYNAMICS

TIMBRE

STRUCTURE

Pots and pans, material, paper or anything that can be manipulated to create sound

The musical quality of the voice, unlike the speaking voice uses tonality or pitch and rhythm

Regular pulse (in time)

Steady beat, short and long sounds

High and low

Fast and slow

Loud and quiet

The tone quality of the sound: rough, smooth, scratch, etc.

Phrases of a song, overall plan of a piece

Y1 Music Skills:	
Using Voices	
Sing and Chant Together	
Sing songs showing increasing vocal control (singing more in tune, breathing deeply, singing words clearly)	
Sing songs in different styles conveying different moods (happy, sad, angry etc.) and with sense of enjoyment	
Co-ordinate actions to go with a song	
Sing in time to a steady beat	
Perform an action or a sound (clapping, stamping, etc.) on the steady beat whilst singing	
Using Classroom Instruments	
Play instruments by shaking, scraping, rattling, tapping etc.	
Play in time to a steady beat, using instruments or body sounds	
Play loudly, quietly, fast, slow imitate a rhythm pattern on an instrument	
Play a repeated rhythmic pattern (rhythmic ostinato) to accompany a song	
Play a single pitched note to accompany a song (drone)	
Play with help the rhythmic pattern of a spoken sentence, e.g. 'Hungry caterpillar'	
Follow simple hand signals indicating: loud/quiet and start/stop	
Explore	
Different sounds made by the voice and hands (timbre)	
High and low sounds (pitch)	
Long and short sounds (duration)	
Loud and quiet sounds (dynamics)	
Fast and slow sounds (tempo)	
Pitch shapes (moving up and down) and rhythmic patterns	
Compose	
Add sound effects to a story	
Choose musical sound effects to follow a story line or match a picture	
Use graphics/symbols to portray the sounds they have made	
Sequence these symbols to make a simple structure (score)	
Compose own sequence of sounds without help and perform.	
Listening	
Listen to a piece of music and move in time to its steady beat.	
Recognise and respond through movement /dance to the different musical characteristics and moods of music	
Recognise the sounds of the percussion instruments used in the classroom and identify and name them	
Evaluating and appraising	
Begin to use musical terms (louder/quieter, faster/slower, higher/lower)	
Begin to articulate how changes in speed, pitch and dynamics effect the mood	

DURATION	Steady beat, short and long sounds
PITCH	High and low
TEMPO	Fast and slow
DYNAMICS	Loud and quiet
TIMBRE	The tone quality of the sound: rough smooth, scratch, etc
STRUCTURE	Phrases of a song, overall plan of a piece

Y2 Music Skills:
Using Voices
Sing a variety of songs with more accuracy of pitch
Sing words clearly and breathing at the end of phrases
Convey the mood or meaning of the song
Sing with a sense of control of dynamics (volume) and tempo (speed)
Echo sing a short melodic phrases- identify if the pitch is getting higher or lower, or is staying the same and copy with their voices
Follow a leader (teacher) starting and stopping together
Using Instruments
Play with control: a) maintaining steady beat b) getting faster or slower c) getting louder or quieter
Perform a repeated two note melodic ostinato to accompany a song
Perform a rhythm accompaniment to a song
Perform a sequence of sounds using a graphic score
Work and perform in smaller groups
Follow a leader (teacher)starting and stopping together
Demonstrate some confidence in performing as a group and as an individual
Explore
Ways in which sounds are made (topped, blown, scraped, shaken), and can be changed
Long and short sounds (rhythm — duration)
The rhythm patterns of words and sentences
Changes in pitch (higher and lower)
Sequences of sound (structure)
Sounds in response to a stimulus (visual or aural)
How sounds can be manipulated to convey different effects and moods
Compose
Short melodic phrases
Short repeated rhythmic patterns (ostinati)
Rhythm patterns from words
A piece of music that has a beginning, middle and end (structure)
Music that has long and short sounds, and/or changes in tempo, timbre and dynamics, in small groups
Music that conveys different moods
Listening and Appraising
Listen with increased concentration
Recognise the sounds of the percussion instruments used, their names, how they are played and which ones can make high and low sounds
Recognise how sounds are made — tapping, rattling, scraping, blowing etc.
Identify different qualities of sound such as smooth, scratchy, clicking, ringing (timbre)
Recognise and respond to different changes of speed (tempo)/volume (dynamics) and pitch
Respond through movement/dance to different musical characteristics and moods (angrily, sadly, cheerfully, daintily etc.)
Recognise and respond to the mood of a piece of music.
Begin to use music terminology when describing how the mood is created (i.e. the mood is sad because the music is played very slowly and quietly)

PITCH

High, low, getting higher, getting lower

DYNAMICS

Loud, quiet, getting louder or quieter

TEMPO

Fast, slow, getting faster or slower

STRUCTURE

Phrases of a song, overall plan of a piece of music

TIMBRE

The tone quality of the sound i.e. smooth, scratchy, heavy, light, cold, warm, dull, bright.

DURATION

Long and short sounds, beat, rhythm

Y3 Music Skills:
Using Voices
Sing songs in a variety of styles with confidence, singing an increasing number from memory
Show increasing accuracy of pitch and awareness of the shape of a melody. imitate increasingly longer phrases with accuracy
With an awareness of the phrases in a song
Understand that posture, breathing and diction are important.
Demonstrate an awareness of character or style in performance.
Chant or sing a round in two parts
Sing songs with a recognised structure (verse and chorus/ call and response)
Using Instruments
Keep a steady beat on an instrument in a group or individually
Maintain a rhythmic or melodic ostinato simultaneously with a different ostinato and/or steady beat
Use tuned percussion with increasing confidence
Copy a short melodic phrase by ear on a pitched instrument
Play using symbols including graphic and / or simple traditional notation
Follow simple hand directions from a leader
Perform with an awareness of others
Combine musical sounds with narrative and movement
Perform a composed piece to a friendly audience, as a member of a group or class
Explore
Longer— shorter/faster ~ slower / higher- lower / louder - quieter sounds on tuned and untuned percussion and voices.
Pitch notes moving by step (notes adjacent to each other) and by leap (notes with gaps between them)
Symbols to represent sound (graphic scores / traditional notation)
The sounds of different instruments ~ TIMBRE and how they can represent pictures/ stories/ moods
The different sounds (timbres) that one instrument can make
How the musical elements can be combined to compose descriptive music
Compose
Words and actions to go with songs
A simple rhythmic accompaniment to go with a song, using ostinato patterns
Music that has a recognisable structure; Beginning, Middle and End or verse/chorus
Music that tells a story, paints a picture or creates a mood
Music that uses repetition / echo
Listening and Appraising
Listen with concentration to longer pieces / extracts of music
Listen to live/recorded extracts of different kinds of music and identify where appropriate: a) a steady beat / no steady beat b)a specific rhythm pattern or event c) the speed (TEMPO) of the music d) the volume (DYNAMICS) e) the melody using appropriate musical terms/language
Identify common characteristics
Recognise some familiar instrumental sounds in recorded music (piano, violin, guitar drums etc.)
identify repetition in music i.e. a song with a chorus
Recognise aurally wooden, metal, skin percussion instruments and begin to know their names
Listen to their own compositions and use musical language to describe what happens in them

STEADY BEAT

RHYTHM

OSTINATO

PITCH

PHRASE

REPITITION

MUSICAL SYMBOLS

Y4 Music Skills:							
Using Voices							
Sing songs in a variety of styles with an increasing awareness of the tone of their voices and the shape of the melody							
Sing songs showing musical expression (phrasing, changes of tempi, dynamics; reflecting the mood and character of the song and its context)							
Sing two/three part rounds with more confidence and increasing pitch accuracy							
Sing confidently as part of a small group or solo being aware of posture and good diction.							
Copy short phrases and be able to sing up and down in step independently.							
Using Instruments							
Maintain two or more different ostinato patterns in a small instrumental group against a steady beat							
Play music that includes RESTS							
Use tuned percussion instruments with increasing confidence to accompany songs and improvise							
Play by ear—find known phrases or short melodies using tuned instruments							
Play music in a metre of two or three time Read and play from some conventional music symbols							
Combine instrumental playing with narrative and movement							
Follow a leader, stopping /starting, playing faster/ slower and louder/ quieter.							
Perform to an audience of adults, an assembly or other classes with increasing confidence.							
Explore							
Sounds to create particular effects (timbre)							
Rhythm patterns in music from different times and places (duration)							
The pentatonic scale							
Pitched notes that move by steps and] or leaps to make short phrases/melodies							
Music that describes feelings or moods using tense or 'calm' sounds using dynamics, different tempi, different timbres etc							
Combining and controlling sounds to achieve a desired effect							
Music that incorporates effective silences (rests)							
Different groupings of beats (metre of 2/3)							
Compose							
A simple rhythmic accompaniment to a song using ostinato patterns and drones							
A simple melody from a selected group of notes (i.e. a pentatonic scale)							
Music that has a recognisable structure							
A piece of music that reflects images/ and atmosphere, that has a clearly defined plan, making subtle adjustments to achieve the intended effect							
Arrange a song using tuned and untuned accompaniments developed from the song and perform to a friendly audience							
Use a range of ICT to sequence, compose, record and share work							
Listening and Appraising							
Recognise aurally the range of percussion (tuned and untuned) used in school and some individual orchestral instruments taught in school.							
Recognise and talk about some contrasting styles of music in broad terms, using appropriate musical language (the tempo, dynamics, metre, texture, timbre)							
Recognise music from different times and countries identifying key elements that give it its unique sound.							
identify repeated rhythmic or melodic phrases in live or recorded music							
identify whether a song has a verse/chorus or call and response structure							
identify the use of metre in 2 or 3 in a piece of recorded or live music							
Recognise the combined effect of layers of sound by listening to their own arrangements, compositions and recordings.							
OSTINATO		DRONE		REPITITION		METRE	
PHRASE		MELODY		PENTATONIC		REST	
						STEP LEAP	
						TUNED/UNTUNED PERCUSSION	

Y5 Music Skills:
Using Voices
Sing songs in a wide variety of styles, showing accuracy and expression
Sing as part of a three part round
Sing a second part of a two part song with increasing confidence
Sing a song with an understanding of its history and purpose (i.e. song about the environment, gospel song, protest song)
Perform a song showing an awareness of phrasing and the shape of the melody
Sing independently with increasing confidence and accuracy.
Using Instruments
Play a range of percussion and orchestral instruments with increasing confidence and ability.
Play and improvise as part of a group and as a solo performer.
Jazz or Blues best for this – improvise between chord sequences
Maintain own part in a small instrumental group
Ostinato melodies/whole class band
Play with a sense of pulse in a variety of metres
Zubadoo in Music Express good at moving between metres; Play along to march; waltz; Holst – Mars (metre of 5)
Perform a piece of music using notation (graphic or conventional)
Play by ear— copy back; finding phrases or melodies on instruments with increasing confidence
Sustain a melodic ostinato or drone to accompany singing/other instruments
Sarah Watts Ostinato Book good for ostinato layering work
Perform expressively showing an understanding of the music and its context.
Perform in a variety of styles/genres and own compositions, to an audience of adults and school assembly.
Explore
The different sounds and timbres that can be made on certain orchestral instruments and use them to effect in compositions
Conventional and graphic notation to record simple rhythmic/melodic compositions
Writing own standard notation bars of rhythms; Graphic score sheet – class guided score first then own scoring
Short rhythmic and melodic ostinatos on tuned and untuned instruments through improvisation
Use pentatonic scales for ostinato improvisation; CDE GA
Layering rhythmic and melodic ostinatos
Sarah Watts Ostinato book or Ten Pieces melody with simple ostinatos
Different metres, syncopation and how to swing the beat
Jazz genre good for this skill eg. Arriba
Improvising over a drone
Chords/ note clusters
Handchimes good for this skill; clusters of handchimes can be explored in descriptive music project
Different computer programs for sampling, sequencing, and composing music
Techniques for recording and sharing music
Compose
Music for a special occasion (i.e.: a fanfare)
Lyrics to match a melody
Descriptive music in groups, using the musical elements and musical devices such as repetition, ostinatos, drones, combining musical phrases and effects.
Graphic score compositions – combine musical dimensions and record them as graphic pictures. Think about layering and structure.
A group / class arrangement of a song using voices and instruments
Refine and record compositions either graphically or using ICT
Listening and Appraising
Recognise aurally the range of instruments (percussion and orchestral) taught in the school.
Recognise and talk about specific styles/traditions of music with a growing awareness of the musical differences and similarities
Recognise music from different times and countries identifying key elements that give it its unique sound.
Recognise and identify features of expression (phrasing, dynamics, different tempi) in an extract of live or recorded music
Recognise relationships between lyrics and melody
Recognise chords / clusters
Reflecting
Talk about music they hear using musical terms
Talk about the combined effect of layers in their own arrangements and compositions and how their pieces can be refined to achieve their desired effect
Talk about the differences in musical styles/genres and reflect and articulate how and why these differences occur

Y6 Music Skills:					
Using Voices					
Sing confidently in a wide variety of styles with expression					
Communicate the meaning and mood of the song					
Sing a simple second part of a two part song with confidence					
Maintain own part in a round					
Perform a song from memory with attention to phrasing, dynamics and accuracy of pitch, for a special occasion					
Using Instruments					
Perform on a range of instruments in mixed groups to an audience, with confidence					
Read and play with confidence from conventional or graphic notation					
Duration unit of work – Rhythmic Riot piece					
Continue to play by ear on pitched instruments, extending the length of phrases, melodies played.					
Ten Pieces melody					
Perform with sensitivity to different dynamics, tempi					
Antarctic descriptive soundscape					
Lead/conduct a group of instrumental performers					
Duration unit of work; conducting baton to					
Maintain a rhythmic or melodic accompaniment to a song					
Maintain own part on a pitched instrument in a small ensemble					
Perform own compositions to an audience					
Use an mp3 recorder/video recorder to keep a record of work in progress and record performances.					
Know what makes a good performance					
Explore					
Chords / harmony —concord and discord					
Antarctic descriptive soundscape – handchimes					
Scales, such as PENTATONIC, RAG, BLUES					
Texture created by layering rhythmic and/or melodic ostinatos					
Explore rhythmic ostinatos and texture by bringing groups in and out of playing; could use samba playing for this skill					
Developing ideas, using musical devices such as repetition, question and answer, ostinato.					
During duration unit of work get children to notate rhythms using above structures; Play rhythmic riot					
Characteristics of various styles, for example, Blues, Rap, Gospel, Folk, African etc.					
Improvising in a variety of styles					
Blues/Jazz/Sarah Watts Ostinato book					
Compose					
(Always considering the musical elements)					
Create own simple songs reflecting the meaning of the words					
Compose music that reflects given intentions, e.g. descriptive music, a rap, a melody with an ostinato accompaniment					
Arrange a song for class performance with an appropriate pitched and un-pitched accompaniment					
Refine own compositions after discussion					
Use a range of symbols (conventional or graphic) to record compositions.					
Use ICT (computers/iPad/tablets/MP3 recorders etc.) to record, sample, sequence, loop and manipulate sound to create soundscapes / compositions					
Listening, Appraising and Reflecting					
Distinguish differences in timbre and texture between a wide variety of instruments and instrumentation					
Identify and discuss 'what happens when' within simple musical structures					
Recognise and identify features of expression (phrasing, melody, harmony, different dynamics, metre and tempi) in an extract of live or recorded music					
Compare two pieces of instrumental music from different countries/ times and discuss the similarities and differences '1					
Use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions and cultures, including performances of 'their own and others' compositions					
Use musical vocabulary and knowledge to help identify areas for development or refinement when composing					
HARMONY	RHYTHM	METRE	PHRASE	MELODY	SCALE
CHORD	CLUSTER	STYLE	OSTINATO	REPITITION	
NOTATION	ACCOMPANIMENT		EXPRESSION	RECORD	