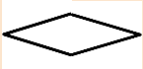
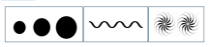
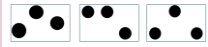


Declarative Knowledge Progression in Music

Inter-related dimensions	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
Pitch & Harmony <i>Pitch = how high or low the sound is</i> <i>Harmony = combinations of pitches</i>	Understand that sounds can be high and low Recognise changes in pitch (high and low)	Identify changes in pitch.	Understand a pentatonic scale. Identify melodies that move in steps or leaps (melodic shape). Identify major and minor keys		Understand how simple chords (triads) are formed and how they can be major or minor. Understand that scales are sets of notes e.g. Blues scale, raga, modes	
Vocabulary	Low, middle, high, pitch, getting higher, getting lower		Pentatonic, major, minor, scale, step, leap		key, chord, triad, scale	
Dynamics <i>= the volume of the sound</i>	Understand that sounds can be loud and quiet Recognise changes in dynamics (loud and quiet)	Identify changes in dynamics. Recognise gradual changes in dynamics	Identify how dynamics can be used descriptively.		Understand how dynamics are used for a purpose.	
Vocabulary	Loud and quiet, crescendo, diminuendo 		Forte (f), piano (p)		Pianissimo (pp), fortissimo (ff), mezzo piano (mp), mezzo forte (mf)	
Tempo <i>= the speed of the sound</i>	Understand that sounds can be fast and slow. Recognise changes in tempo (fast and slow).	Identify changes in tempo. Recognise gradual changes in tempo.	Identify how tempo can be used descriptively.		Understand how tempo can be used for a purpose. Know that tempo can be measured in BPM (beats per minute).	

Vocabulary	Fast, slow, getting faster, getting slower		Allegro, adagio	Accelerando (getting faster), rallentando (getting slower)
Duration = the length of the sound Pulse = steady beat Rhythm = a pattern of long and short sounds	Understand that sounds can be long and short. Recognise long and short sounds.	Know that the pulse is the steady beat of the music.	Know that the pulse can be grouped e.g.2/4, 3/4, 4/4 (metre) Know that the downbeat of each group is the strongest beat. Identify the downbeat (first beat of the bar).	Know that a polyrhythm is many layers of rhythms played at the same time. Recognise polyrhythms. Know and recognise syncopated rhythms (off-beat).
Vocabulary	pulse, steady beat		Metre, downbeat	Off-beat, syncopation
Structure = how the music is organised	Understand that sounds can be organised into simple patterns.	Recognise different forms of repeating patterns. Recognise the pattern of verse and chorus.	Know that music can be organised using a range of structures	Know and recognise different structures used by composers and genres.
Vocabulary	Verse, chorus, call and response, repeat		Question and answer, round, ostinato,	Rondo, ternary form, common EDM formats, introduction, verse, chorus, middle 8, outro,
Timbre = the characteristic of the sound	Understand that voices, instruments and sound makers can make different types of sound.	Identify different instruments and group them into family sounds. Recognise when composers have changed timbre.	Identify how timbre can be used descriptively. Understand how articulation can be used in music e.g. staccato and legato (smooth and spiky)	Understand how timbre can be used for a purpose Understand how timbre can be combined and contrasted in different ensembles e.g. rock band, string quartet, samba band
Vocabulary	Names of instruments (classroom and orchestral) Tapping, scraping, shaking String, woodwind, percussion, brass		Legato, staccato	

Texture <i>= how many layers of sounds you can hear</i>	Know that sounds can be played separately or together.	Understand that texture is how many sounds are playing together.	Identify how texture can be used descriptively.	Understand how texture can be used for a purpose. Understand how textures can be contrasted for effect.
Vocabulary		layer	Unison, layered, solo, duet, melody, accompaniment.	Trio, quartet, polyphony, harmony
Notation <i>= how musical ideas are written down</i> - Graphic - Pitch - Rhythm	Know that simple symbols can represent sounds.  Know that low, middle and high sounds can be represented with dots which are low, middle or high on a page. Know that the syllables of words can be used to create simple rhythms	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.  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, 2 dots = 2 sounds	Understand increasingly sophisticated graphic notation. Know how pitch is shown on stave notation. Recognise and read melodies which reflect pitch in notation. Know, recognise and read notation for a crotchet, crotchet rest, minim, barred quavers	Know a wider range of notation e.g. Chord charts, TAB Recognise and read with increasing fluency melodies (within an octave) on stave notation. Know the meaning of flats and sharps Know, recognise and read with increasingly fluency notation for crotchet, crotchet rest, minim, barred and single quavers, semi-quavers. Understand the differences between 2/4, 3/4 and 4/4 time signatures (metre).
Vocabulary		Word rhythm	Stave, crotchet, barred quavers, minim, crotchet rest, treble clef, staff	Chord charts/tab, key signature, time signature, metre, flat, sharp, barlines, treble clef

Procedural Knowledge Progression in Music

Skill	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
Understanding	Pupils understand that different instruments are used to provide different sounds, and for different effects. They recognise different genres key features and their impact.		Pupils understand the ways that sounds can be combined and used expressively. They recognise how the different musical elements are combined and make improvements to their work, commenting on the intended effect		Pupils understand the overall effect of playing with others. They can understand, explain and compile ideas when performing. Ideas are refined by listening and musical preferences or changes in the composition are justified	
Singing	Join in with group singing, building a repertoire of songs. Use chants and rhymes to build rhythmic capability.	Sing unison songs with control and simple rounds with an awareness of how the part should fit Sing with increasing awareness of pitch, demonstrating the shape of the melody	Maintain parts with support in songs, rounds and part songs Confidently sing a variety of songs from different genres with accuracy of pitch	Maintain part in more difficult songs/part songs Confidently and fluently sing in tune with clear diction, breath control and tone.	Sing part-songs and simple harmony lines with an awareness of how the part fits with others Sing with increasing understanding of expression	Sing more complex songs including simple harmony parts Pupils sing with confidence and expression
Playing	Can hold and play a range of percussion instruments Play tuned and untuned instruments experimenting with sounds, timbre and melody Perform using simple graphic notation	Can play simple patterns on tuned percussion instruments with increasing control Play tuned and untuned instruments with a sense of tempo and dynamics Perform using graphic scores and other simple notations	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 from basic western notation, with a growing awareness of pitch	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 e.g. clear starts and ends, phrases, technical accuracy. Pupils can read and perform from a range of different notations
Improvising	Experiment with tuned and untuned instruments	Experiment with tuned and untuned instruments, improvising with a theme in mind.	Experiment with tuned and untuned instruments, improvising using rhythms and melody	Create and refine musical improvisations using more complex rhythms and melody	Create and refine musical improvisations with awareness of musical structure	Create and refine melodic and rhythmic improvisations showing an awareness of different styles and genres

Composing	Create and choose sounds in response to given starting points Create simple representations and short pieces using tuned and untuned percussion. Use simple symbols to represent sounds	Create short sequences of sound in response to given starting points Create simple soundscapes for intended effect Use simple symbols to represent sounds	Communicate thoughts, ideas and feelings through simple musical compositions Create layered compositions and soundscapes using simple rhythmic patterns and melodies Use musical symbols and notation to record and create compositions	Create melodic and rhythmic patterns, melodies using voice, instruments and technology Create layers of sound within musical structures, showing an understanding of how sounds fit together Use musical symbols and notation to record and create compositions	Create music which demonstrates an understanding of structure Select, discuss and refine creative choices Use different notations to record and create	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
Listening	Listens to a range of live and recorded pieces identifying key instruments. Identify changes in music and respond with movement Listens to own performances providing simple constructive comments.	Listens to a range of high-quality live and recorded music identifying changes in pitch and tempo, leading to understanding the effect of these changes on the piece itself. Listens to their own compositions and that of others and suggests improvements	Listen and respond to own and others work offering and accepting feedback and suggestions. Listen to a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context. Begin to create individual sound library	Aurally identify, recognise and respond to standard and invented composition. Offer comments from own and others' work and ways to improve, accept feedback and suggestions from others. Listen to a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context.	Critique own and other's 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, responding appropriately to the context.	Listen and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context. Critique own and others' work, offering specific comments and justifying these.