

Music Curriculum: Progression Ladder (Listening)

Key Stage 1: National Curriculum aims:

- Listen with concentration and understanding to a range of high-quality live and recorded music.

Key Stage 2: National Curriculum aims:

- Listen with attention to detail and recall sounds with increasing aural memory.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Music

Listening

Knowledge

- Know that pulse is a steady beat like a ticking clock or heart-beat.
- Know what pitch is and know a narrow range of pitch changes.
- Know what tempo means and how it effects music.
- Know that we count beats per minute.
- Understand how rhythm and pulse are different.
- Understand what rhythm means
- Understand what pitch means.
- Know that instruments can be tuned or untuned.
- Know, recognise and name some of the instruments that they hear.
- Know what tempo, pitch and dynamic is.
- Know the meaning timbre.

Skills

- Identify when a tempo, pitch or dynamic has changed.
- Respond appropriately by moving to music by marching, dancing or being popstars.
- Understand the different types of sounds that they can, describing the differences between two pieces of music.
- Identify high and low pitched sounds in the environment.
- Describe the character, story or mood of the music.
- Share a basic opinion of a piece of music.
- Recognise when the pitch has changed in a narrow range of notes.
- Recognise when tempo has changed in a piece of music.

Knowledge

- Know what pitch is with a broader range of notes.
- Know the difference between rhythm and pulse.
- Know what tempo means and means how it effects music.
- Know the meaning of dynamic.
- Know simple musical vocabulary including words like, smooth, calm, energetic.
- Know that some music has a specific job e.g. lullaby.
- Know that songs have a musical style.
- Know that some songs have a chorus or a response/answer part.
- Know that the song being listened to can be sharing a story, idea or theme.

Skills

- Count in bars alongside the music they are listening to.
- Identify structural features in music that they listen – e.g. timbre, sounds, instruments.
- Identify the rhythm and pulse in songs being listened to.
- Identify the story and idea that a song is portraying.
- Recognise confidently when pitch and tempo change in a wider range of musical pieces.
- Recognise confidently when some dynamics are changing.

Knowledge

- Start to name the genres, styles and traditions of music from different cultures and time periods.
- Further develop knowledge of the difference between rhythm and pulse.
- Know what forte and piano mean.
- Know that different instruments have different ranges of pitch. (introduction to prepare pupils for science sound unit in year 4)
- Know 5 songs from memory, who sang them and wrote them.
- Know at least 5 songs and name the style they are written in.
- Know the term beat.
- Know the stylistic indicators for certain styles of music e.g. what makes a lullaby or child's song.
- Know what metre means in terms of the song being listened.
- Name some of the instruments that they have hear in a song.

Skills

- Begin to listen to and evaluate songs from other cultures and time periods.
- Listen carefully to and be respectful of others thoughts and opinions about music.
- Take it in turns to discuss how a song makes them feel.
- Identify and describe the timbre, dynamic and textural details of a piece of music both verbally and through movement.
- Respond to music through the use of precise movements.
- Identify the metre within the song e.g. 2 3 or 4.
- Recognise how dynamics such as forte and piano have been used in a piece of music and recognise when it changes.
- Confidently recognise and maintain timing with the beat.

Knowledge

- Know the main sections of a song (introduction, verse and chorus).
- Know that rhythm can be identified in all music and it is in different aspects of it. e.g. melody.
- Know what a time signature is.
- Know what the pentatonic scale is.
- Know what the terms crescendo and decrescendo.
- Know legato and staccato.
- Know what harmony means and when it is used.
- Know a wider range of songs.
- Know the similarities and differences between different pieces of music from varying genres, time periods and cultures.
- Know what a motif is.
- Know what tempo, rhythm, dynamics, texture and pitch are.

Skills

- Confidently talk about the elements in songs being listened to, including rhythm, texture, dynamics, tempo, pitch.
- Identify the verse, introduction and chorus of a song.
- When talking about music, use musical vocabulary.
- Identify the common features between different pieces of music from varying time periods, cultures and genres.
- Name the instruments heard in the piece of work.
- Discuss and identify the motif of pieces of music heard.
- Begin to recognise the dynamic of crescendo and decrescendo in pieces of music.
- Begin to recognise the dynamics of staccato and Legato.
- Begin to recognise when harmonies are being used in pieces of singing.
- Identify different rhythms in pieces of music.

Knowledge

- Know who wrote the composition and when and why the song might have been written.
- Develop a deeper knowledge of harmonies and the different types of harmonies.
- Know that composers vary the complexity of rhythms to suit the mood of the music.
- Know how musical styles and genres have changed over time.
- Understand and know the historical context of the songs at the time of writing.
- Know the structures of songs (Intro, Chorus, verse, bridge, reprieve).

Skills

- Compare two songs of the same style and evaluate them.
- Represent the features of music being listened to using graphic notation.
- Identify and suggest the message of songs.
- Identify and share their own musical identity – relating this to their culture.
- Recognise harmonies more confidently.
- Confidently identify the legato, staccato, crescendo and decrescendo in composition.

Knowledge

- Know what syncopation is and how it is used in music.
- Know what timbre and vibrato mean and how it is used in music.
- Know who wrote the song and when and why the song might have been written.
- Know what the full diatonic scale is.
- Know that different instruments have different ranges of pitch. (link to science year 4)
- Know how musical periods have influenced each other and the impact of composers/musicians on musical styles.
- Know the historical context of songs and what was happening at the time of them being written.
- Know in detail the structure of songs.

Skills

- Identify syncopation within pieces of music being listened to.
- Identify music from different styles and genres and cultures
- Listen to pieces of music to identify elements that they like or dislike and use this to inform their own compositions.
- Identify the style indicators of pieces of music.
- Begin to recognise the timbre and vibrato in music and begin to discuss this.
- Discuss and evaluate the use of all dynamics learnt in a wide range of compositions.
- Confidently talk about and evaluate music using subject specific vocabulary relating to: pitch, duration, dynamics, tempo, timbre, texture and structure.

Music Curriculum: Progression Ladder (Singing)

Key Stage 1: National Curriculum aims:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key Stage 2: National Curriculum aims:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instructions with increasing accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using inter-related dimensions of music.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notations.

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Music

Singing

<p>Knowledge</p> <ul style="list-style-type: none"> • Know that a group of people singing together is called a choir. • Know and recall several (3 at least) simple songs, chants and rhymes. • Begin to know what pitch means. • Begin to know what a beat is. • Begin to know what tempo means (how fast or slow). • Begin to know why it is important to warm up our voices. • Begin to know the correct posture for singing. <p>Skills</p> <ul style="list-style-type: none"> • Sing in unison. • Grow confidence to join in with group singing. • Sing using a melodic structure. • Use voices expressively to speak and chant, using pitch and tempo. • Sing in time with the melody. • Demonstrate a good singing posture. 	<p>Knowledge</p> <ul style="list-style-type: none"> • Know and recall 5 songs from memory. • Know that the word unison means a number of people singing together and in time. • Know the terms: high and low pitch. • Begin to understand the meaning of the term: dynamic. • Know when something is loud or quiet. • Consolidate the term: beat. • Experiment with tempo. • Know that a conductor is someone that a choir follows. • Know why we must warm up over voices. <p>Skills</p> <ul style="list-style-type: none"> • Sing confidently in a range of pitches, with increasing vocal control. • Compare and contrast the vocal effects of changes in dynamics – working in subdivided groups. • Start and stop singing following the direction of the leader using vocal or symbolic instructions. • Increase accuracy of singing in time. 	<p>Knowledge</p> <ul style="list-style-type: none"> • Sing a wider range of musical styles and genres from different cultures and time periods. • Know that songs can influence your emotions, happy, sad. • Build on their understanding of dynamics. • Introduce the terms: forte and piano. • Know and understand the meaning of the term: beat. • Know and understand the meaning of the term: pitch. • Know the meaning of singing solo. • Know what a drone is in terms of singing. <p>Skills</p> <ul style="list-style-type: none"> • Begin to sing as part of a group and knowing what part they play in this. • Listen to each other to stay in tune. • Call and respond through question phrasing and answer phrasing eg. echo. • Explore singing solo. • Sing in a sustained chord or sound. 	<p>Knowledge</p> <ul style="list-style-type: none"> • Know that a solo singer makes a thinner texture than a large group. • Know the role of the pentatonic scale, including major and minor tonality. • Begin to know about different time signatures. • Build on understanding of dynamics. • Introduce the terms: crescendo, decrescendo, legato and staccato. • Know what bar and metre mean. • Know what harmonising is. <p>Skills</p> <ul style="list-style-type: none"> • Sing as part of a group and know what part they play in this. • Accuracy and awareness in knowing their part in an ensemble. • Re-join a song when losing their place. • Associate the theme of lyrics into the intent of the song. • Sing in rounds and partner songs. • Sing in harmony with each other, using the correct pitch. 	<p>Knowledge</p> <ul style="list-style-type: none"> • Know what a verse and a chorus is. • Know what a graphic score is. • Have knowledge of a wider range of musical genres and styles from different cultures and time periods. • Know the meaning of the words, using the context in which the song was written. • Consolidate their understanding of dynamics. Understanding the terms: crescendo, decrescendo, legato and staccato. • Consolidate their understanding of harmonies. <p>Skills</p> <ul style="list-style-type: none"> • Sing songs with a strong internal pulse. • Sing songs with a chorus and verse. • Sing songs with clear diction, controlled pitch and sense of phrase. • Sing in 3-part rounds. • Sing solo and raps. • Sing in unison and backing vocals. • Confidently recognise harmonies in songs. 	<p>Knowledge</p> <ul style="list-style-type: none"> • Know what timbre and vibrato means and the effect they have on adding emotion and expression to vocal music. • Know and understand the meaning of the term pitch and how it can influence the mood of the piece. • Know the meaning of syncopation. • Know what the full diatonic scale is. • Have knowledge of a wider range of musical genres and styles from different cultures and time periods. • Know about the style of the song that you can convey the feelings of it to the audience. <p>Skills</p> <ul style="list-style-type: none"> • Sing using timbre and vibrato. • Use a wider range of dynamics including accelerando, rallentando, fortissimo and pianissimo, Mezzo-forte and Mezzo-piano. • Perform a role as leader in an ensemble. • Use graphical representation to follow instructions from a leader. • Clearly explain the importance of warming their voice up.
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Music Curriculum: Progression Ladder (Composing)

Key Stage 1: National Curriculum aims:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Experiment with, create, select and combine sounds using the interrelated dimensions of music.

Key Stage 2: National Curriculum aims:

- Improvise and compose music for a range of purposes using the inter-related dimensions of music.
- Using and understand staff and other musical notations.

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Music

Composing

<p>Knowledge</p> <ul style="list-style-type: none"> • Understand what an untuned percussion instrument is. • Know what percussion instruments are. • Know what composing and improvising is and the difference between them. • Know that instruments have different pitches. • Know that you can use simple graphical notations to represent music. • Know that there is a structure to music e.g. start, middle and end. • Know what a melody is. <p>Skills</p> <ul style="list-style-type: none"> • Begin to represent sounds and instruments using simple graphical notations. • Create musical sound effects and short sequences of sounds in response to stimuli. • Invent, retain and recall rhythm and pitch pattern. • Begin to select untuned instruments for a purpose. • Begin to incorporate sounds using voices, body percussion and instruments (sound makers (rustling leaves)). • Begin to create simple melodies using a few notes. • Interpret graphical notations in order to build compositions. • Begin to improvise simple vocal chants using question and answer phrases. • Consider how they would start and end their pieces of music. 	<p>Knowledge</p> <ul style="list-style-type: none"> • Know the names of untuned percussion instruments that the pupils play. • Know that sounds can be combined and layered. • Understand that improvisation may involve responding to other musicians. • Be aware of the apps and programmes in school that can be used to compose music. • Begin to understand that notes represent the pitch and duration of a sound and can be represented by letter names. • Confidently know the terms high and low pitch. • Begin to know that notes can be played at different volumes for effect. • Know the vocabulary related to the musical elements taught in Key Stage 1. • Know that melodies are created by combining notes of varied pitch and duration. <p>Skills</p> <ul style="list-style-type: none"> • Identify untuned instruments and select them for a purpose. • Combine and layer several instrumental and vocal patterns within a given structure. • Improvise question and answer phrases using untuned percussion instruments. • Use music technology to capture, change and combine sounds. • Begin to use letter names and graphical notations to represent the details of their composition. • Begin to experiment with high and low pitch when composing. • Begin to understand the term 'dynamic' and to experiment with loud and quiet notes when composing. • Begin to evaluate their own work and suggest improvements. • Explore and experiment with simple melodies comprised of three or more notes. 	<p>Knowledge</p> <ul style="list-style-type: none"> • Know that a semibreve is worth four beats; a minim is worth two beats and a crotchet is worth one beat. • Know that different melodies and rhythms can be combined. • Know what is meant by musical phrasing. • Know that musical styles are developed through historical and cultural influences. • Understand the term dynamic and what it means – in-particular forte and piano. • Be aware of variety of musical styles. • Understand the terms adagio and allegro (pace of the music). <p>Skills</p> <ul style="list-style-type: none"> • Begin to use rhythmic notation and key musical vocabulary in a simple score. • Combine melodies and rhythms to create a multi-layered composition in a given style. • Choose pitching, phrases and dynamics for purpose and effect. • Compose music in a particular style. • Invent short 'on-the-spot' responses using a limited note-range (during call and response activities, for example) • Evaluate, suggest improvements and implement changes to improve compositions. • Develop an understanding of dynamics when composing, using the terms 'forte' and 'piano'. • Create simple melodies from five or more notes. • Experiment with allegro and adagio tempos when composing. • Compose song accompaniments on untuned percussion using known rhythms and note values. • Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re, mi). • Compose in response to different stimuli (e.g. stories, verse, images and musical sources). 	<p>Knowledge</p> <ul style="list-style-type: none"> • Know what the pentatonic scale is and what notes form the scale. • Name the letter names within the pentatonic scale. • Know the note values, building on year 3 – crochet, minim, crochet rest, paired quavers. • Know how to use an instrument to create the dynamics of crescendo, decrescendo, staccato and legato. • Know the stave and record the staff notation correctly for c,e,g and a. • Understand how music can be composed to create a specific mood e.g. to accompany a section of a movie or short film. • Know that evaluation is to identify the strengths and weakness of something. <p>Skills</p> <ul style="list-style-type: none"> • Play and compose a short melody using the pentatonic scale. • Play a pentatonic scale on a tuned instrument and vocally. • Record using staff notation, crochets, minims, crochet rests and paired quavers. • Compose and play a short phrase that incorporates the dynamics of crescendo, decrescendo, staccato and legato. • Begin to represent notes using staff notation on the stave. • Evaluate pieces of music made by other and themselves, considering their purpose, instruments, dynamics. 	<p>Knowledge</p> <ul style="list-style-type: none"> • Know the difference between major and minor chords. • Know what a drone is. • Know what an ostinato is. • Continue to develop a broader knowledge and understanding of music from different cultures, time periods, composer. • Know the historical context of the pieces being studied. • Know what a semi crochet, paired quaver, crochet rest, semi breve, quaver and semi quaver is. • Know how a triad is formed and the role it plays in making a piece of music. <p>Skills</p> <ul style="list-style-type: none"> • Demonstrate improvements to others work based on their evaluations • Improvise coherently over a drone, sometimes within a given style. • Compose a short piece of music in c major and a minor. • Confidently record a composed piece of music using the stave and staff notation. • Use ostinato when composing. • Confidently create a composition using a theme, mood or genre to guide choices (creating a specific atmosphere). • Compose pieces of music that have the inter-related dimensions of music covered so far. • Choose and make decisions on the musical elements included in their pieces of work. 	<p>Knowledge</p> <ul style="list-style-type: none"> • Know what an 8 and 16 beat melodic phrase is. • Know what the diatonic scale is and the notes that are used (c,d,e,f, g,a). • Know the pentatonic scale of c,d,e, g and a. • Know that a composition has pulse, rhythm and pitch that are shaped by tempo, dynamics and texture. • Know that different instruments, body parts and voices can be used for different aspects of the musical piece. • Know how technology can be used to make and record compositions. • Know what a turnery is e.g. A B A <p>Skills</p> <ul style="list-style-type: none"> • Plan and compose melodic phrases over 8 or 16 beats using either the pentatonic or diatonic scales. • Plan and compose melodic, multi layered pieces of music considering the pulse, rhythm and pitch, making decisions on the dynamics that shape these. • Bring multiple musical instruments, voices and body percussion together. • Use recording technology to record compositions and use this to evaluate them. • Confidently evaluate pieces of music and suggest and model improvements. • Compose a turnery.
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Music Curriculum: Progression Ladder (Performing)

Key Stage 1: National Curriculum aims:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.

Key Stage 2: National Curriculum aims:

- Play perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Music

Performing

Knowledge

- Know what an audience is.
- Know what performance means.
- Know why you warm up voices before singing.
- Know that before we need to warm up the body and set up our instruments.
- Know the importance of posture and vocal health in delivering performances.
- Know the importance of facing the audience.
- Know why we need to plan a performance.
- Know what an orchestra is and what it is made up of.

Skills

- Begin to plan their performance.
- Begin to remain in time when singing or playing untuned instruments.
- Begin to play short musical phrases from simple graphical notation.
- Warm up the voice and instruments before performance.
- Respond to simple instructions when performing, including tempo and dynamic changes.
- Share how performing makes them feel and how they think it went.
- Listen to others performance and offer how they felt about it.
- Begin to develop collaborative skills to enhance performances.

Knowledge

- Know that performing is for the audience and can often be a part of a special occasion.
- Know why we have to stay in time and keep the dynamics accurate.
- Know what a 'copy cat' performance is.
- Know reasons for performing music – cultural identity, belonging, enjoyment.
- Knowledge of interrelated dimensions are outlined in the prior progression routes.
- Know how to represent music using the stick notation.

Skills

- Perform expressively, using dynamics learned from listening to music and singing.
- Increasingly perform for a range of wider reasons, e.g. assemblies, religious festivals.
- Perform with growing accuracy and awareness of the inter-related dimensions of music (tempo, pitch, and rhythm).
- Play copy-cat rhythms, copying a leader.
- Keep a steady pulse when performing.
- Perform from stick notation.

Knowledge

- Know what a trio is and a quartet is.
- Know that everyone in a group performance has a role to play and that it is important for everyone to carry out that role.
- Know that positioning of instruments and performers is important to ensure a good performance for the audience.
- Know how to stage in pace – particularly looking at adagio and allegro.
- Understand the role of evaluation in improving performances for the audience.
- Know what a solo is.

Skills

- Begin to improvise when carrying out a live performance.
- Begin to self- correct a performance, for example when they have lost pace.
- Begin to perform in a quartet and trio.
- Confidently perform in-front of others.
- Perform with some degree of accuracy and an awareness of their role in a group performance.
- Begin to identify the importance of positioning in providing a good performance.
- Perform with consideration of allegro and adagio.
- Evaluate performances that have been recorded, now identifying what went well and what could have been improved and how to improve it.
- Develop vocal technique with accuracy and control.

Knowledge

- Understand the meaning of static and moving parts.
- Have a good understanding of staff notation.
- Understand the role of evaluation and adaptability within the performance – making changes on the spot.
- Understand the importance of rehearsal before a performance.

Skills

- Play and perform melodies following staff notation with increasing control and technique.
- Accurately perform with static and moving parts and being aware of your part within the group performance e.g melody and accompaniment.
- Present a musical performance designed to capture your audience.
- Be able to apply knowledge of subject specific vocabulary within the performance.
- Perform longer songs in a variety of musical styles from memory.

Knowledge

- Understand how triads are formed and how to perform these.
- Know what a conductor is and their role in an orchestra.
- Know how to perform following staff notation.
- Know how to position singers and instruments so that they can all be heard.
- Know how to read and perform pitch notation within an octave.
- Understand the difference between 2/4, 3/4 and 4/4 in terms of time signatures.

Skills

- Apply with increasing confidence knowledge of subject specific vocabulary within the performance.
- Perform songs in two or more parts.
- Perform with accuracy and fluency from graphic and simple staff notation.
- Develop the skill of playing by ear and make adaptations.
- Work 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.
- Perform within the notation of an octave.
- Begin to develop the skill of playing music by ear on tuned instruments.
- Read and play short rhythmic phrases from sight.

Knowledge

- Understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.
- Know what a cord is and how it is created.
- Name and play several chords.
- Know why we evaluate and how we evaluate a performance against another to ensure continued improvement.
- Know why rehearsal is an important part of performing.
- Know what the term venue means and how the venue can impact the performance.
- Understand the term accompaniment and its role.
- Understand that technology can be used to enhance and performance by providing tuned instruments and accompaniments.

Skills

- Perform with accuracy and fluency from graphic and simple staff notation and from their own notation.
- Perform by following a conductor's cues and directions.
- Perform a solo or taking a leadership role within a performance.
- Sing songs in two or more secure parts with accuracy, fluency, control and expression.
- Develop confidence in playing 4 bar phrases from notation, identifying note names and durations.
- Be able to talk musically using the correct terminology. eg. what went well? It would have been even better if?
- Consistently stay in time when performing in a group.
- Begin to make adjustments to performances during the performance in a group.
- Perform solo and as part of a group.
- Begin following a conductor's cues and directions.
- Read and play short rhythmic phrases from sight in up to 4 parts.
- Confidently evaluate a performance against another performance.