

Music Progression of Knowledge								
<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 inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. 								
National Curriculum Content	Development Matters – Three- and Four-Year olds See document in folder	ELG: Being Imaginative and Expressive See document in folder	KSI National Curriculum Pupils should be taught to: <ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music. Use technology to support learning where appropriate. 		KS2 National Curriculum 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. Pupils should be taught to: <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 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 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. 			
DPA Whole Class Lessons -	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Performing <i>Pillar</i> <i>Technical</i> <i>Expressive</i>	To know how to sing and perform entire songs/ rhymes To sing to the pitch that is sung by an adult. To know how to play instruments with increasing control.	To know and sing a range of well-known nursery rhymes and songs To perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	To know how to make different sounds with the voice and instrument eg clapping crochet beats To know what a good performing technique looks like To show an understanding of pulse. To sing and chant songs and rhymes in unison.	To know how to perform a simple melody using voice and/or instruments. To perform with a strong sense of pulse. To start to understand the difference between pulse and rhythm. To perform, demonstrating use of tempo To know to play simple rhythms.	To know why it is important to have good posture whilst playing in order to maintain a pleasing sound. To play with an awareness of how the interrelated dimensions of music affect the performance and its impact on the audience. To know the rhythmic notation and/or from graphic score notation including crotchet, quaver, minim, semibreve and semiquaver. Knowing how to respond to visual cues for starting and stopping, sustaining sounds,	To know why it is important to have good posture whilst playing in order to maintain a pleasing sound. To play with an awareness of how the interrelated dimensions of music affect the performance and its impact on the audience. To perform using a range of rhythmic/melodic notation and/or from graphic notation including crotchet, quaver, minim, semibreve, semiquaver. To know how to respond to visual cues for starting and stopping, sustaining sounds, ending words with clear consonant sounds and/or fading away.	To know that good posture, breathing and diction whilst singing in order to maintain a pleasing sound. To know that correct posture, right hand anchored on guitar for control, hand on bridge if using plectrum, proper use of finger picking. To know how to play open strings efficiently and cleanly and produce clear and pleasant sound. Fret notes efficiently using correct technique, left hand	When singing and playing show greater mastery and control of tone, diction, posture and breathing consistently. To know and use the interrelated dimensions of music when singing and playing in a variety of styles. To maintain a third part in a vocal or instrumental piece with an understanding of harmony and texture. To perform using a range of rhythmic and melodic

				<p>To know how to sing in tune using melodies</p>	<p>To develop an awareness of diction when singing.</p> <p>To sing/chant in unison and with a simple second part.</p> <p>To perform and interpret a piece using simple notation.</p> <p>To know how to follow a conductor and recognise visual signs for start, stop, mime actions, sing in your head.</p>	<p>ending words with clear consonant sounds and/or fading away.</p> <p>To know how maintain a 3rd part in a vocal or instrumental piece.</p> <p>To continue to play rhythmically and expressively using a range of sounds on drum</p>	<p>To know how to direct others to start and stop using gestures and can follow a conductor.</p> <p>To maintain a third part in a vocal or instrumental piece showing an understanding of texture (e.g. partner songs, rounds and simple part harmony).</p> <p>To continue to play rhythmically and expressively using a range of approximately an octave with increased control.</p> <p>To know the difference in tempo and dynamic changes with rhythms using single/multiple tones and how they can use a change in the elements to create tension, excitement etc.</p> <p>To know and understand how to layer multiple rhythms focussing on timing and effectiveness of different rhythms within a groove.</p> <p>To explore different ways in which to play drum</p>	<p>fingers fretting notes properly.</p> <p>To know the difference in pitch, tempo and dynamic changes with melodies using single/multiple strings and how they can use a change in the elements to create tension, excitement etc.</p> <p>To play with an understanding of how the interrelated dimensions of music affect the performance and its impact on the audience.</p> <p>To perform using a range of rhythmic and melodic notation combining the inter-related dimensions of music.</p> <p>To know and respond to visual cues for starting and stopping, and/or fading away, tempo, dynamics and articulation.</p> <p>To maintain a third part in a vocal or instrumental piece showing an understanding of texture.</p> <p>To know the difference between rhythm and lead styles. Eg play rhythm part using chords and</p>	<p>notation to play a variety of ostinato and simple pieces or songs, including expression and articulations.</p> <p>To know and respond to visual cues for starting and stopping, sustaining sounds, ending words with clear consonant sounds and/or fading away, tempi, dynamics and articulation with greater accuracy.</p> <p>To direct others to start and stop using gestures or counting in, setting tempi and dynamics, articulation and show how to change these within a piece.</p> <p>To know how to Read tab/simple notated music to play basic melody and rhythm styles.</p>
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								lead part using notes on 1 st /2 nd strings.	
								To direct others to start and stop using gestures or counting in, setting tempi and dynamics.	
								To know perform a solo part within a group.	
	Composing and Improvising	To create their own songs or improvise a song around one they know	To create collaboratively, sharing ideas resources and skills.	To say words/rhymes and clap/play to create simple rhythmic patterns.	To know how to use simple pitch and rhythm patterns to begin develop a structure for a short piece.	To know how to construct a piece with a simple structure, e.g. Binary or Ternary.	To construct a piece with a simple structure (e.g. Binary or Ternary).	To construct a piece with a simple structure (e.g. Binary or Ternary, Verse-Chorus, Intro/Outro).	To construct a piece with a more complex structure (e.g. Rondo, Twelve-bar Blues).
	Pillar	To play instruments with increasing control to express their feelings and ideas	To explore and engage in music making and dance, performing solo or in groups.	To know how to improvise a rhythm/sound over a given number of beats.	To improvise a rhythm/sound over a given number of beats.	To know how to make soundscapes, descriptive and atmospheric pieces through composed structures.	To improvise with increasing confidence (e.g. using 2 – 3 notes). To make soundscapes/descriptive/atmospheric pieces with narrative/through-composed structures.	To improvise with increasing confidence (e.g. using a scale pattern).	To improvise with increasing confidence. (e.g. using a scale pattern).
	Technical			To respond to music through movement.	To begin to recognise how music will fit a topic/theme.	To know about how changes in tones can be shown on a staff.	To add pitch names to rhythmic notation to make more complex melodies.	To use scale patterns to construct melodies, understanding pitch direction, movement by step and leap and knowing names of notes.	To use different scale patterns to construct melodies (e.g. major, minor, pentatonic).
	Constructive			To understand simple graphic notation – one sign for a sound or group of sounds.	To recognise and begin to use contrasts in dynamics, tempo or pitch in a simple composition.	To work independently within a group composition showing thought in selection of instruments and playing techniques, and understanding the effect of timbre.	To begin to show an awareness of how changes in pitch can be shown on a staff.	To compose showing sensitivity to mood/time/location through use of inter-related dimensions of music, including experimenting with harmonies and chords to create texture.	To compose showing sensitivity to mood/time/location through use of inter-related dimensions of music, including experimenting with harmonies and chords to create texture.
				To know how to play simple rhythmic patterns (over 4 beats)	To respond to music through movement.			To work independently within a group composition showing thought in selection of instruments and playing techniques.	To work independently within a group composition showing thought in selection of instruments and playing techniques.
				To know how to perform a simple piece using this 4-beat rhythm accurately and in time	To understand that music can be notated in different ways.				To notate compositions using a variety of methods, incorporating the inter-related dimensions of music.
					To develop composition skills by integrating simple aural activities				
					To learn to play more complex				

					patterns using long and short notes			<p>To begin to compose using conventional notation for rhythms and/or pitch.</p> <p>To demonstrate how instrument can affect desired changes in mood within a piece. Use different techniques in playing to achieve a specific effect.</p> <p>To know how scales, look on stave and play simple one octave pentatonic following notation.</p>	<p>To create a piece using ICT (ie garage band).</p> <p>To demonstrate how instrument can affect desired changes in mood within a piece. Use different techniques in playing to achieve a specific effect. Select theme to write song about and develop piece focussing on 'feel' of song.</p> <p>To know how scales, look on stave and play simple one octave pentatonic following notation.</p>
<p>Aural awareness and theoretical knowledge</p> <p>Pillar Technical Constructive</p>	<p>To listen with increased attention to sounds</p> <p>To respond to what they have heard, expressing their thoughts and feelings</p>	<p>To listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>To learn rhymes, poems and songs.</p>	<p>To listen to and experiment with vocal and instrumental sounds.</p> <p>To listen and learn how a sound is made.</p> <p>To engage in call and response activities – aural activities</p> <p>To recognise duration as being long or short.</p> <p>To recognise pitch as high or low.</p> <p>To know if the tempo is fast or slow by responding to the pulse.</p>	<p>To begin to recognise the sounds of different instruments (timbre) with an understanding of how sounds are produced.</p> <p>To sing and recognise simple melodic shapes and patterns.</p> <p>To engage in call and response activities – aural activities</p> <p>To lead in activities that involve imitation or call and response.</p> <p>To continue to develop an</p>	<p>To recognise and describe how sounds are made on different instruments.</p> <p>To sing and recognise short melodic shapes and rhythmic patterns from memory.</p> <p>To continue to develop an awareness of pulse, duration, pitch, tempo and dynamics in all activities.</p> <p>To listen to a song with different instruments. Discuss how sounds are made as it goes along.</p> <p>To identify a rhythm or melody on written notation.</p> <p>To identify pulse in different music, discuss musical elements recognised within a piece, higher/lower notes across a scale/part of a scale</p>	<p>To recognise and describe how sounds are made and changed on different instruments and how this groups them into instrumental families.</p> <p>To memorise rhythmic and melodic phrases and match to conventional/graphic pitch notation.</p> <p>To continue to develop an awareness of the inter-related dimensions of music, pulse and articulation</p> <p>To recognise simple structures in the music that is being performed or listened to (e.g. phrases, Binary, Ternary, Verse-Chorus).</p> <p>To recognise different metres, e.g. 2, 3 or 4 time.</p>	<p>To recognise and identify instrumental families aurally.</p> <p>To memorise more complex rhythmic and melodic patterns and match conventional notation/graphic pitch notation.</p> <p>To continue to develop an awareness of the inter-related dimensions of music, pulse and articulation</p> <p>To recognise simple structures in the music that is being performed or listened to (e.g. Binary, Ternary, Verse-Chorus, Rondo, Variation, 12-Bar Blues).</p> <p>To compare and discuss differences in</p>	<p>To recognise and identify instrumental families aurally, including instruments from different genres, cultures and traditions, comparing and contrasting them with their own musical practices and experiences.</p> <p>To memorise more complex rhythmic and melodic patterns and match to conventional notation.</p> <p>To continue to develop an awareness of the inter-related dimensions of music, pulse and articulation</p> <p>To recognise structures in the music that is being performed or listened to (Rondo, Variation, Twelve Bar Blues, Ternary, Verse-Chorus,</p>	

				<p>To recognise differences in dynamics as loud or soft</p>	<p>awareness of pulse, duration, pitch, tempo, dynamics and articulations in all activities. To recognise groups of instruments.</p>	<p>To analyse compositions and recognise structure – verse/chorus/bridge/solo etc</p> <p>To highlight the difference between time signatures.</p>		<p>performances of the same piece of music.</p> <p>To recognise a variety of metres.</p>	<p>Intro/Outro, through-composed).</p> <p>To compare and discuss differences in performances of the same piece of music.</p> <p>To identify pulse in different music, discuss musical elements recognised within a piece, higher/lower notes across a scale/part of a scale</p> <p>To analyse compositions and recognise structure – verse/chorus/bridge/solo etc</p>
<p>Reflecting and evaluating</p> <p><i>Pillar Expressive</i></p>			<p>To comment on own performances and compositions.</p> <p>To describe how the music makes them feel and why.</p> <p>To describe music and sounds in simple terms using basic musical vocabulary including pulse/beat, rhythm and pitch.</p> <p>To evaluate their work and suggest ways of improving each other's compositions and describe the music they hear</p> <p>To alter their performance</p>	<p>To talk about own and peers' work and make simple suggestions for improvement.</p> <p>To discuss how the music makes them feel and why.</p> <p>To describe music and sounds in simple terms using basic musical vocabulary including pulse/beat, rhythm/duration and pitch.</p> <p>To evaluate their work and suggest ways of improving each other's compositions and describe the music they hear</p>	<p>To make constructive comments on own and others' music to develop compositions and performances.</p> <p>To use active listening to make simple connections and comparisons between own compositions and performances, and those of other musicians.</p> <p>To begin to recognise how composers use the inter-related dimensions of music to create effects and mood.</p>	<p>To make constructive comments on own and others' music to develop compositions and performances discussing some of the inter-related dimensions of music.</p> <p>To identify how composers, use the inter-related dimensions of music to create effects and mood.</p> <p>To ask questions about music in other cultures and traditions.</p> <p>To use active listening to make simple connections and comparisons between own compositions and performances, and those of other musicians.</p>	<p>To make constructive comments on own and others' music to develop compositions and performances making use of inter-related dimensions of music.</p> <p>To use active listening to make simple connections and comparisons between own compositions and performances, identifying the use of musical devices (e.g. Canon, Ostinato, Repetition, Sequence).</p> <p>To recognise how music reflects its purpose, place and time including other cultures, traditions and a variety of genres.</p> <p>To discuss music in subjective and objective</p>	<p>To make constructive and refined comments on own and others' music to develop compositions and performances using the full range of inter-related dimensions of music.</p> <p>To use active listening to make simple connections and comparisons between own compositions and performances, identifying the use of musical devices (e.g. Canon, Ostinato, Repetition, Sequence).</p> <p>To recognise how music reflects its purpose, place and time, including other cultures and traditions, and relating it to own cultures, traditions and experiences</p>	

				accordingly (i.e. not tapping instrument too hard!)	To alter their performance accordingly (i.e. not tapping instrument too hard!)			terms using musical vocabulary. To recognise how music reflects its purpose, place and time including other cultures and traditions.	To confidently use a wide range of musical vocabulary. To discuss music in subjective and objective terms using musical vocabulary. To recognise how music reflects its purpose, place and time including other cultures and traditions.
Other Musical opportunities		Throughout the year, children have opportunities to listen to different pieces of music which link with the Liturgical Calendar during Collective Worship. Children learn a range of different hymns and songs in Collective Worship. Children also have opportunities to play instruments as part of Mass. Listening to music during RE lessons. Creating dances each year with different music genres							
Vocabulary	Pitch, dynamics, rhythm, volume, tempo, tambourine, maracas, bells, wood blocks and shaker.	Pitch, dynamics, rhythm, volume, tempo, tambourine, maracas, bells, wood blocks and shaker.	Exploring, sounds, percussion, conductor, unison, expressive, chant, rhyme, ostinato, voice, tempo, duration, pitch, articulation, dynamics.	Exploring, sounds, percussion, conductor, unison, expressive, chant, rhyme, ostinato, voice, tempo, duration, pitch, articulation, dynamics, composers, traditions, notation, crotchet, minim, quaver, semibreve, stave, bar line and treble clef.	Djembe, tone, open, patterns, rhymical, beat, pulse, composition, ostinato, improvisation, groove, pose, rhythm, call and response, dynamics, tempo, soloing, structure of a performance, melody, orchestra, soundtrack.	Djembe, tone, open, patterns, rhymical, beat, pulse, composition, ostinato, improvisation, groove, pose, rhythm, call and response, dynamics, tempo, soloing, structure of a performance, melody, orchestra, soundtrack	Multiple notes, cross strong melodies, ostinato, chords, power chords, composition, beat, rhythm, posture, strings, frets, open notes, folk, country, jazz, blues, improvisation, harmony, fretboard, performance, rehearsal.	Audition, structure, orchestra, composition, improvisation, elements, melody, rhythm, conductor, soundtrack, dynamics, compliment and consolidation.	