

Music



Music Curriculum Progression

National Curriculum	Area of Study	Knowledge	Skills	Suggested Key Vocabulary <i>New Vocabulary is blue</i>
Nursery	The National Curriculum subject Music links to the Early Learning Goal <i>Expressive Arts and Design: Being Imaginative and Expressive</i> . Children at the expected level of development will perform songs and rhymes with others and, when appropriate, move in time with music.			
Reception	At Summit Learning Trust, we recognise that children require access to a range of musical experiences in their early lives. Children explore singing, listening, and music making which supports their later development in Music.			

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Year 1	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	Singing		Know how to sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions and counting in.	Pitch — High — Low Dynamics: — Loud — Soft Rhythm Beat/Pulse Tempo — Fast — Slow Percussion Tuned instruments Untuned instruments Body percussion Sound effects Songs Chants Count in
		Listening		Know how to describe the tempo of a piece of music as fast or slow.	
		Composing	Know that a rhythm pattern is a pattern of long and short sounds and that a pitch pattern of low and high notes.	Know how to describe the dynamics of a piece of music as loud or soft	
		Musicianship – Pulse/Beat	Know that pulse/beat is the regular beat in a piece of music like a heartbeat or ticking clock.	Know how to invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns	
		Musicianship - Rhythm	Know that rhythm is the pattern of long and short sounds in a piece of music	Know how to create musical sound effects and short sequences of sounds in response to stimuli	
		Musicianship - Pitch	Know that pitch is how high or low a sound is	Know how to walk, move or clap to a steady beat and change speed as the tempo changes.	
				Know how to use body percussion and classroom percussion to play repeated rhythm patterns and use tuned instruments to play short, pitched patterns	
		Know how to copy short rhythm patterns accurately			
		Know how to create, retain and perform their own rhythm patterns.			
		Know how to compare high and low sounds in the environment and in songs.			

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Year 2	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	Singing	<p>Know that dynamics refers to how loud or soft a piece of music is performed.</p> <p>Know that tempo refers to the speed a piece of music is performed</p>	<p>Know how to sing with a small pitch range with increasing vocal control and pitching accurately.</p> <p>Know how to change dynamics and tempo while singing in response to the leader's direction or visual symbols</p>	<p>Rhythm & Tempo</p> <ul style="list-style-type: none"> — Fast — Slow — Beat/Pulse <p>Pitch</p> <ul style="list-style-type: none"> — High — Low <p>Dynamics</p> <ul style="list-style-type: none"> — Loud — Soft <p>Notation</p> <ul style="list-style-type: none"> — Graphic symbols — Dot notation — Stick notation — Crotchet — Quavers — Crotchet Rests <p>Songs Chants Count in Percussion Tuned instruments Untuned instruments Body percussion Sound effects Phrase Rhythm pattern</p> <p>Please also refer to previous year groups</p>
		Listening		<p>Know how to talk about how a piece of music makes you feel.</p> <p>Know how to mark the beat of a piece of music.</p> <p>Know how to identify the beat groupings in familiar pieces of music (2-time, 3-time, 4-time)</p>	
		Composing		<p>Know how to improvise simple question and answer phrases with a partner using untuned percussion instruments</p> <p>Know how to use graphic symbols, dot notation and stick notation as appropriate to record composed pieces</p>	
		Musicianship – Pulse/Beat	Know that the speed of the beat can change, creating a faster or slower tempo	<p>Know how to mark the beat of a piece of music.</p> <p>Know how to identify the beat groupings in familiar pieces of music (2-time, 3-time, 4-time)</p>	
		Musicianship - Rhythm		<p>Know how to read and respond to chanted rhythm patterns and represent them with stick notation including crotchets, quavers and crotchet rests</p> <p>Know how to create and perform chanted rhythm patterns with stick notation</p>	
		Musicianship - Pitch		<p>Know how to respond to pitch changes with actions (e.g. stand up/sit down)</p> <p>Know how to recognise dot notation and match it to a 3-note tune played on tuned percussion</p>	

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Year 3	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p>	Singing		<p>Know how to sing a widening range of unison songs of varying styles and structures, tunefully, with expression and control of dynamics (<i>forte</i>/loud and <i>piano</i>/soft)</p> <p>Know how to perform actions confidently and in time to a range of action songs</p>	<p>Rhythm, Metre, Tempo</p> <ul style="list-style-type: none"> — Fast (allegro) — Slow (adagio) — Beat/Pulse <p>Pitch and Melody</p> <ul style="list-style-type: none"> — High — Low — Rising pitch — Falling pitch <p>Structure and Form</p> <ul style="list-style-type: none"> — Call and response — Question — Answer phrase — Echo — Ostinato <p>Harmony</p> <ul style="list-style-type: none"> — Drone <p>Texture</p> <ul style="list-style-type: none"> — Unison — Layered — Solo <p>Dynamics and Articulation</p> <ul style="list-style-type: none"> — Forte (loud) — Piano (soft) <p>Notation</p> <ul style="list-style-type: none"> — Graphic symbols — Dot notation — Stick notation — Staff notation — Rhythmic notation — Stave — Clef — Quaver — Crotchet — Paired Quavers — Crotchet Rests
		Listening		<p>Know how to talk about the style of a piece of music</p> <p>Know how to identify some instruments in a piece of music</p> <p>Know how to walk, move or clap a steady beat and change the speed of the beat as the tempo in the music changes.</p>	
		Composing - Improvise		<p>Know how to improvise by inventing short 'on-the-spot' responses using a limited note range.</p> <p>Know how to structure musical ideas to create music that has a beginning, middle and end.</p>	
		Composing - Compose		<p>Know how to combine rhythmic notation and letter names to create rising and falling phrases using just three notes.</p> <p>Know how to compose song accompaniments on untuned percussion using known rhythms and note values</p>	
		Performing – Instrumental Performance		<p>Know how to play and perform melodies on tuned percussion following staff notation using a small range (C-E a range of a 3rd)</p> <p>Know how to use listening skills to correctly order phrases using dot notation showing different arrangements of notes C-D-E</p> <p>Know how to copy stepwise melodic phrases with accuracy at different speeds</p>	
		Performing – Reading Notation	<p>Know that the stave is a set of five horizontal lines and four spaces that music is written on</p> <p>Know that a clef is a symbol found at the beginning of a line of music to show how high or low the notes are</p> <p>Know that crotchets are one beat notes and quavers are notes worth half a beat.</p>	<p>Know how to read and perform pitch notation using a small range (C-E a range of a 3rd)</p> <p>Know how to apply word chants to rhythms, linking each syllable to one musical note</p>	

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Year 4 follow a whole class instrumental programme taught by Birmingham Music Service. The pupils learning Djembe See additional Birmingham Music Service Planning						
Year 4	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Singing	<p>Know how to sing a wide range of unison songs pitching the voice accurately and following directions for getting louder (<i>crescendo</i>) and quieter (<i>decrescendo</i>)</p> <p>Know how to sing rounds and partner songs in different time signatures.</p>	<p>Rhythm, Metre, Tempo</p> <ul style="list-style-type: none"> – Fast (allegro) – Slow (adagio) – Beat/Pulse – Rhythm pattern – Getting faster (accelerando) – Getting slower (rallentando) – Bar – Metre <p>Pitch and Melody</p> <ul style="list-style-type: none"> – High – Low – Rising pitch – Falling pitch <p>Structure and Form</p> <ul style="list-style-type: none"> – Call and response – Question – Answer phrase – Echo – Ostinato – Rounds – Partner Songs <p>Harmony</p> <ul style="list-style-type: none"> – Drone – Static – Moving – Chord <p>Texture</p> <ul style="list-style-type: none"> – Unison – Layered – Solo – Duet – Melody – Accompaniment 	<p>Dynamics and Articulation</p> <ul style="list-style-type: none"> – Forte (loud) – Piano (soft) – Crescendo (getting louder) – Decrescendo (getting quieter) – Legato (smooth) – Staccato (detached) <p>Notation</p> <ul style="list-style-type: none"> – Staff – Score – Clef – Quaver – Crotchet – Paired Quavers – Crotchet Rests – Score <p style="text-align: center;">Please also refer to previous year groups</p>	
	Improvise and compose music for a range of purposes using the inter-related dimensions of music	Listening	<p>Know how to explain why a song or piece of music was written</p> <p>Know how to explain how different musical elements have been used to create mood and effects.</p>			
	Listen with attention to detail and recall sounds with increasing aural memory	Composing - Improvise	<p>Know how to improvise on the instrument(s) they are learning making use of musical features including smooth (legato) and detached (staccato)</p> <p>Know how to make compositional decisions about the overall structure of improvisations.</p>			
	Use and understand staff and other musical notations	Composing - Compose	<p>Know how to compose music to create a specific mood.</p> <p>Know how to record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation and technology.</p>			
	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Performing – Instrumental Performance	Know that a chord is two or more notes played together.			<p>Know how to play and change between different combinations of the following chords: C, F, C7, G7, Am7, Am and play simple melodies using notes on open strings within first position on left hand (Ukulele)</p> <p>Know how to play rhythmic cycles in time and with increasing control (djembe) and know how to play simple melodies, with good tone increasing expression (steel pans).</p>
	Develop an understanding of the history of music.	Performing – Reading Notation				<p>Know how to read and perform pitch notation</p> <p>Know how to follow and perform rhythmic scores</p>

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Year 5	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p>	Singing		<p>Know how to sing a wide range of songs with a sense of ensemble and performance including observing phrasing, accurate pitching and appropriate style</p> <p>Know how to sing three-part rounds, partner songs and songs with a verse and a chorus</p>	<p>Rhythm, Metre, Tempo</p> <ul style="list-style-type: none"> — Fast (allegro) — Slow (adagio) — Beat/Pulse — Rhythm pattern — Getting faster (accelerando) — Getting slower (rallentando) — Bar — Metre — Simple time — Compound time — Syncopation <p>Pitch and Melody</p> <ul style="list-style-type: none"> — Major — Minor <p>Structure and Form</p> <ul style="list-style-type: none"> — Call and response — Question — Answer phrase — Echo — Ostinato — Rounds — Partner Songs — Ternary form — Verse and chorus form <p>Harmony</p> <ul style="list-style-type: none"> — Drone — Static — Moving — Chord — Triads — Chord Progressions <p>Texture</p> <ul style="list-style-type: none"> — Unison — Layered — Solo — Duet — Melody — Accompaniment 	<p>Dynamics and Articulation</p> <ul style="list-style-type: none"> — Forte (loud) — Piano (soft) — Very loud (fortissimo) — Moderately loud (mezzo forte) — Moderately quiet (mezzo forte) — Very quiet (pianissimo) — Crescendo (getting louder) — Decrescendo (getting quieter) — Legato (smooth) — Staccato (detached) <p>Notation</p> <ul style="list-style-type: none"> — Stave — Score — Clef — Quaver — Crotchet — Paired quavers — Minim — Semibreve — Semiquaver — Crotchet Rests — Score — Minim — Time signatures <p>Please also refer to previous year groups</p>
		Listening	Know that music in major keys sounds 'happy' and music in minor keys sounds 'sad.'	<p>Know how to justify a personal opinion about a piece of music with reference to musical elements.</p> <p>Know how to describe the structure of a piece of music, for example with reference to verse, chorus, bridge, etc.</p> <p>Know how to identify major and minor tonality</p>		
		Composing - Improvise		<p>Know how to improvise over a drone, developing a sense of shape and character</p> <p>Know how to improvise over a simple groove responding to the beat, creating a pleasing satisfying melody and using a wide range of dynamics.</p>		
		Composing - Compose		<p>Know how to compose melodies made from pairs of phrases.</p> <p>Know how to compose a short ternary piece</p> <p>Know how to record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation and technology.</p>		
		Performing – Instrumental Performance	Know that a triad is a three note chord.	<p>Know how to perform melodies using staff notation using a small range. (C-G a range of a 5th)</p> <p>Know how to perform triads to accompany familiar songs</p> <p>Know how to perform in two or more parts from simple notation</p>		
		Performing – Reading Notation	<p>Know that a semibreve is a note worth 4 beats, minims are notes worth 2 beats, a semiquaver is a note worth a quarter of a beat and a crotchet rest is a moment of silence that lasts one beat</p> <p>Know and understand the difference between 2/4, 3/4 and 4/4 time signatures</p>	<p>Know how to read and perform pitch notation (e.g. C-G)</p> <p>Know how to read and play short rhythmic phrases at sight.</p>		

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Year 6	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p>	Singing		<p>Know how to sing a wide range of songs, including those involving syncopated rhythms, observing rhythm, phrasing, accurate pitching and appropriate style</p> <p>Know how to sing three- and four-part rounds or partner songs</p>	<p>Rhythm, Metre, Tempo</p> <ul style="list-style-type: none"> — Fast (allegro) — Slow (adagio) — Beat/Pulse — Rhythm pattern — Getting faster (accelerando) — Getting slower (rallentando) — Bar — Metre — Simple time — Compound time — Syncopation <p>Pitch and Melody</p> <ul style="list-style-type: none"> — Pentatonic scale — Major — Minor <p>Structure and Form</p> <ul style="list-style-type: none"> — Call and response — Question — Answer phrase — Echo — Ostinato — Rounds — Partner Songs — Ternary form — Verse and chorus form <p>Harmony</p> <ul style="list-style-type: none"> — Drone — Static — Moving — Chord — Triads — Chord Progressions <p>Texture</p> <ul style="list-style-type: none"> — Unison — Layered — Solo — Duet — Melody — Accompaniment 	<p>Dynamics and Articulation</p> <ul style="list-style-type: none"> — Forte (loud) — Piano (soft) — Very loud (fortissimo) — Moderately loud (mezzo forte) — Moderately quiet (mezzo forte) — Very quiet (pianissimo) — Crescendo (getting louder) — Decrescendo (getting quieter) — Legato (smooth) — Staccato (detached) <p>Notation</p> <ul style="list-style-type: none"> — Stave — Score — Clef — Quaver — Crotchet — Minim — Semibreve — Semiquaver — Crotchet Rests — Score — Minim — Time signatures <p>Please also refer to previous year groups</p>
		Listening		<p>Know how to recognise a wider range of musical styles and any key musical features that distinguish that style</p> <p>Know how to identify the sound of a range of performance groups, for example gospel choir, rock band, symphony orchestra, etc.</p>		
		Composing - Improvise		<p>Know how to create music with multiple sections that include repetition and contrast.</p> <p>Know how to extend improvised melodies beyond 8 beats over a fixed groove.</p>		
		Composing - Compose		<p>Know how to plan, compose and notate an 8 or 16 beat melodic phrase using the pentatonic scale and incorporate rhythmic variety and interest.</p> <p>Know how to compose a ternary piece of music.</p>		
		Performing – Instrumental Performance		<p>Know how to play melodies on tuned percussion following staff notation using notes with middle C-C' range and make decisions about dynamic range.</p> <p>Know how to take part in ensemble playing, including playing an accompaniment.</p>		
		Performing – Reading Notation	Know and understand the difference between semibreves, minims, crotchets, quavers, semiquavers and their equivalent rests	<p>Know how to read and play from pitch notation within an octave</p> <p>Know how to read and play from rhythm notation cards and rhythmic scores in up to 4 parts.</p>		