

Music

Progression of conceptual knowledge, skills & vocabulary



Reception (Early Years)

Autumn 1 – Me!

Autumn 2 – My Stories

Spring 1 – Everyone

Spring 2 – My World

Summer 1 – Big Bear Funk

Summer 2 – Reflect, rewind, replay

Knowledge and Skill

1. Listen and Respond

- To know twenty nursery rhymes off by heart
- To know the stories of some nursery rhymes
- To learn that music can touch your feelings
- To enjoy moving to music by dancing, marching, being animals or popstars

2. Musical Activities – Explore and create

- To know we can move to the pulse of the music by copying a character
- To know that the words of songs can tell stories and paint pictures
- To copy basic rhythm patterns of single words building to short phrases from the song
- Explore high and low using voices and sounds of characters
- Listen to the high and low pitch of the glockenspiel

3. Perform/Share

- To sing or rap nursery rhymes and simple songs from memory
- To perform a song with actions and dance
- To Add an percussion music part

Vocabulary

Tier 1	Tier 2
loud	sing
quiet	dance
high	instrument
low	song

Year 1

Aut 1 - Hey you!

Aut 2 – Rhythm in the way we walk

Spr 1 – In the groove

Spr 2 – Round and round

Sum 1 – Your imagination

Sum 2 – Reflect, rewind and replay

Knowledge & Skills:

1. Listen and Appraise

- Children start to use basic musical language to describe the music they are listening to and their feelings towards it.
- They begin to recognise different instruments used.

2. Musical Activities

- Children can sing within a limited pitch range and begin to understand the importance of working together in an ensemble or as part of a group.
- Children begin to play together as part of an ensemble and are start to respond to simple musical cues such as starting and stopping.
- Children begin to understand that improvisation involves making up their own tune or rhythm and is not written down. They improvise using very simple patterns on their instrument and/or voice.
- Children create their own very simple melodies (usually in a group) using one or 2 notes and within the context of the song that is being learnt.
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3. Perform/Share

- Children start to perform together as part of an ensemble or band, remembering the importance of starting and finishing together.

Vocabulary

Tier 2	Tier 3
beat	rhythm
singing	melody
note	rhyme
play	glockenspiel
sound	beater

Year 2

Autumn 1 – Hands, feet, heart

Autumn 2 – Ho Ho Ho

Spring 1 – I wanna play in a band

Spring 2 – Zootime

Summer 1 – Friendship song

Summer 2 – Reflect, rewind and replay

Knowledge & Skills:

1. Listen and Appraise

- Children listen to a variety of musical styles from different times, traditions and composers.
- They can discuss songs using musical language, recognising instruments and basic styles of music e.g. Rock, Pop etc.

2. Musical Activities

- Children begin to sing with a good sense of the pulse internally and try to sing together and in time with the group.
- Children begin to play a classroom instrument as part of a group/ensemble and as part of the song they are learning.
- Children create simple rhythmic patterns that lead to melodies using one or two notes. They create musical sounds using voices or instruments.
- Children demonstrate a simple understanding of the interrelated dimensions of music (dynamics, pitch and tempo) when composing a simple melody involving three notes.

3. Perform/Share

- Children will be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- They will be learn to play tuned and un-tuned instruments musically.

Vocabulary

Tier 2	Tier 3
pattern	orchestra
repeat	appraise
tune	ensemble
band	pitch
together	effect



Year 3

Autumn 1 - Let your spirit fly

Autumn 2 – Glockenspiel Stage 1

Spring 1 – Three little birds

Spring 2 – The dragon song

Summer 1 – Bringing us together

Summer 2 – Reflect, rewind and replay

Knowledge & Skills:

1. Listen and Appraise

- Children will use accurate musical language to describe and talk about music.
- They are taught to recognise different instruments played and use style indicators they have learnt about to identify the musical style (RnB, Rock, Reggae, Pop, Film/Classical, Musical, Motown, Soul, Disco, Funk, Hip Hop, Big Band and Jazz).

2. Musical Activities

- Children are taught to sing in tune within a limited pitch range but with good diction and internal pulse. They will confidently join in and stop with a conductor and begin to consider the importance of posture, voice projection and breathing when performing.
- Children begin to play pieces in unison and in two parts and respond to basic cues from a conductor and start to move between differentiated parts as required using a sound-before symbol (by ear) approach or with notation if appropriate.
- Children independently improvise simple melodies using 2 or 3 notes and beyond.
- They create a musical improvisation that makes sense and includes a basic understanding of the interrelated dimensions of music e.g. rhythm and tempo.
- Children begin to compose more complex melodies of three notes and consider the interrelated dimensions of music (dynamics, tempo and pitch) when creating music and record their composition in any way appropriate (graphic/pictorial notation, video, ICT).

3. Perform/Share

- Children continue to perform together with confidence in an ensemble/band with an increasing understanding of how to improve your performance.

Vocabulary

Tier 2	Tier 3
sequence	tempo
solo	dynamics
structure	ensemble
character	improvise
melody	classical

Year 4

In Year 4 all children will get the opportunity to learn the ukulele within a class group setting.

Autumn 1 - Mamma Mia

Autumn 2 – Glockenspiel stage 2

Spring 1 - Stop!

Spring 2 – Lean on Me

Summer 1 – Blackbird

Summer 2 – Reflect, rewind and replay

Knowledge & Skills:

1. Listen and Appraise

- Children will be able to talk about some of the style indicators of that song and use the lyrics to discuss what the song is about.
- They begin to identify the main sections of the song (introduction, verse, chorus etc), name some of the instruments they heard in the song and name any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch).

2. Musical Activities

- Children are taught to sing in unison and in simple two-parts with good singing posture and an awareness of being 'in tune'.
- They begin to listen to and follow musical instructions from a leader.
- They play up to four differentiated parts on a tuned instrument from memory or using notation.
- Children improvise using a range of instruments and an understanding of the interrelated dimensions of music in a context of a song they are learning to perform.
- They create simple compositions of up to five notes and record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).
- They listen to and reflect upon the developing composition, making musical decisions about pulse, rhythm, pitch, dynamics and tempo.

3. Perform/Share

- Children will learn to present and record a musical performance designed to capture the audience. When watching back, they will begin to discuss how they were feeling, what they were pleased with what they would change and why.

Vocabulary

Anchor words	Goldilocks words
pulse	harmony
bridge	texture

key	composition
timing	soloist
string	ukulele

Year 5

Autumn 1 – Livin’ on a prayer Autumn 2 – Classroom Jazz 1

Spring 1 – Make you feel my love Spring 2 – Fresh Prince of Bel-Air

Summer 1 – Dancing in the street Summer 2 – Reflect, rewind and replay

Knowledge & Skills:

1. Listen and Appraise

- Children will explore the background and historical context of the songs they listen to, beginning to study the lyrics of a song and their meaning in more detail.
- They will compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.

2. Musical Activities

- Children will know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.
- They will begin to sing in unison with backing vocals and experience rapping and solo singing. - They will be taught how to play a musical instrument with the correct technique and will learn an instrumental part or the melody of the song from memory or using notation.
- Children will rehearse and perform their part within the context of the Unit song, building up to leading a rehearsal sessions.
- They will be able to discuss three well-known improvising musicians and improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern) - Children will create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.
- They will listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.

3. Perform/Share

- Children will use ICT to record the performance and compare it to a previous performance, evaluating it musically.

Vocabulary

Tier 2	Tier 3
duration	vibrate
share	projection
duet	percussion

project	crotchet
perform	minim

Year 6

Autumn 1 - Happy

Autumn 2 - Classroom Jazz 2

Spring 1 - A New Year Carol

Spring 2 - Music and identity

Summer 1 - You've got a friend

Summer2 - Reflect, rewind

and replay

Knowledge & Skills:

1. Listen and Appraise

- Children will begin to confidently talk about the style indicators, musical dimensions and structure of the songs they listen to, focusing on using the lyrics to describe what the songs are about.
- They will explore and use the historical, cultural and social context of the song to discuss the meaning behind the lyrics and the idea of musical identity.

2. Musical Activities

- Children will know about the style of the songs they are performing so that they can represent the feeling and context to their audience
- They will experience rapping and solo singing, listening to each other with an awareness of how they fit into the group.
- They will learn different ways of writing music down, for example, staff notation and symbols and use notation to learn and play an instrumental parts or the melody of the song.
- Children will lead rehearsal sessions to rehearse and perform their part within the context of the Unit song.
- They will begin to adopt some of the riffs and licks presented in the Unit in their improvisations.
- Children will begin to create compositions that demonstrate an understanding that pulse, rhythm and pitch work together and are shaped by tempo, dynamics, texture and structure. Children will begin to record their compositions using graphic/pictorial notation.

3. Perform/Share

- Children will begin to consider the performance venue and how to use it to best effect.
- They will learn about the importance of planning and rehearsing in order to effectively communicate ideas, thoughts and feelings about the song/music.

Vocabulary

Tier 2	Tier 3
repetition	chord
variation	piano
movement	forte
tradition	octave
unity	timbre