



## MUSIC PROGRESSION: Disciplinary and Substantive knowledge

Singing and playing					
	KS1	Year 3	Year 4	Year 5	Year 6
Singing	Use voices expressively and creatively by singing songs	<p>Sing in tune.</p> <p>Understand the importance of pronouncing the words in a song well.</p> <p>Understand what control in voice sounds like.</p>	<p>Sing in tune with awareness of others.</p> <p>Sing songs from memory with accurate pitch.</p> <p>Show control in voice.</p>	<p>Sing songs with an understanding of the relationship between lyrics and melody.</p> <p>Breathe well and pronounce words, change pitch and show control in singing.</p> <p>Hold a part in a round.</p>	<p>Sing significant parts of a song from memory and from notations with awareness of own contribution.</p> <p>Sing a harmony part confidently and accurately.</p>
Playing	Experience playing tuned and untuned instruments musically	<p>Play simple melodic and rhythmic parts.</p> <p>Play and sing phrase from dot notation.</p>	<p>Play notes on instruments with care so they sound clear.</p> <p>Maintain a simple part within a group.</p> <p>Perform simple melodic and rhythmic parts with awareness of others.</p>	<p>Play an accompaniment on an instrument.</p> <p>Maintain own parts with awareness of how the different parts fit together and the need to achieve an overall effect.</p>	<p>Play, on a variety of instruments, from memory with confidence, expressively and in tune.</p> <p>Take turns to lead a group.</p>

Composing	Investigate different layers of sound	Compose music that combines musical elements.	Compose music that combines several layers of sound.	Compose by developing ideas within musical structures.	Show thoughtfulness in selecting sounds and structures to convey an idea.
Performing	Speak chants and rhymes aloud.	Perform with confidence. Create long and short sounds on instruments.	Perform with control and awareness of what others in the group are singing or playing.	Perform songs in a way that reflects their meaning and the occasion.  Perform songs with an awareness of the meaning of the words.	Perform alone and in a group, displaying a variety of techniques.
Evaluating	Share ideas when creating and performing.	Consider why, how and when to improve your performance through recording and reviewing, sharing, comparing and evaluating.	Refine performances making changes that contribute to the overall musical effect.	Sing and play taking responsibility for the quality of performance.	Sing and play taking ownership of the standard and quality of sound and balance in performance.
Awareness of audience	Spend time thinking and talking about music heard, performed and created.	Carefully choose sounds to achieve an effect.	Carefully choose order, combine and control sounds with awareness of their combined effect.	Use the venue and sense of occasion to create performances with an awareness of audience.	Compose music for different occasions using appropriate musical devices.

**Describing and discussing (musical dimensions)**

	<b>KS1</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
Texture	Investigate different layers of sound.	Recognise how musical elements can be used together to compose music.	Explain how musical elements can be used together to compose music.	Explain how musical elements, features and styles can be used together to compose music.	Evaluate how musical elements, features and styles can be used together to compose music.
Pitch	Investigate that sounds get higher and lower.	<p>Improvise repeated patterns.</p> <p>Create short musical patterns with long and short sequences and rhythmic phrases.</p>	<p>Improvise and remember repeated patterns.</p> <p>Recognise and create repeated patterns on untuned instruments.</p>	Improvise melodic and rhythmic patterns as part of a group performance.	Create own musical patterns including melody, rhythms, and chords.
Duration	Respond to, recognise and distinguish between steady beats (counted in groups of 4s, 2s and 3s) and rhythm patterns.	Learn about how rhythm patterns fit to the steady beat within simple metres.	Create and control precise rhythmic patterns in 2, 3 and 4 metre.	Identify and begin to understand more complex rhythm patterns and metres including counting in 8.	Identify and understand more complex rhythm patterns and metres counting in 8 and 6 and possibly 5 and 7.
Timbre	Identify and choose the way sounds are made and can be used.	Begin to recognise and identify instruments being played.	Begin to recognise and identify instruments and numbers of instruments and voices being played.	Identify instruments within families and different instrumental / vocal combinations.	Investigate a wider range of ensemble combinations, with an awareness of the composer's choices.
Dynamics	Respond to, recognise and identify getting louder and quieter.	Identify, use and understand getting louder and quieter in finer gradations.	Learn about the finer gradations of dynamics and how to manipulate them.	Understand how a wide range of dynamics can be used and manipulated for expressive effect.	Use precise dynamic variation imaginatively, and with intention, to convey a musical idea.

Tempo	Respond to, recognise and identify getting faster and slower.	Identify, use and understand getting faster and slower in finer gradations.	Explore how to use tempi for expressive effect.	Understand how a wide range of tempi can be used and manipulated for expressive effect.	Use tempo explicitly and imaginatively, and with intention, to convey a musical idea.
Structure	Respond to, recognise and identify a range of repetition and contrast structures including Q and A, verse and chorus and ABA.	Develop understanding of conventional structures including binary (AB) and ternary (ABA), introductions and codas. Explore the use of simple ostinato (short repeated patterns).	Develop understanding of extended conventional structures including Rondo (ABACADA).	Explore and use a wider range of developmental structures (e.g. ABA, Rondo, 12 bar blues) and expressive structures e.g. Leitmotif.	Develop a greater understanding of a broader range of structures through varied musical activities, compose and improvise using these.

**Listening and responding**

	<b>KS1</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
Listening	<p>Explore how music can affect emotion.</p> <p>Recognise how music enriches our lives.</p>	Compare and contrast different pieces of music.	Comment on musicians' use of technique to create effect.	Notice and explore how music reflects different intentions.	Notice, comment on, compare and explore how music reflects different intentions.
Composers	Listen with concentration and understanding to a range of high-quality live and recorded music.	Comment on likes and dislikes.	Compare music and express growing tastes in music.	Compare and evaluate different kinds of music using appropriate musical vocabulary.	Analyse and compare musical features choosing appropriate musical vocabulary.
Cultural understanding	Understand how music can tell a story, through a range of songs and rhymes.	Describe the different purposes of music throughout history and in other cultures.	Understand that the sense of occasion affects the performance.	Understand the different cultural meanings and purposes of music, including contemporary culture.	Understand and express opinions on the different cultural meanings and purposes of music, including contemporary culture.

**Notating**

	<b>KS1</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
Reading notation	Respond to symbols and other graphic notation.	Perform long and short sounds in response to symbols.	<p>Know how many beats in a minim, crotchet and semibreve and recognise their symbols.</p> <p>Know the symbol for a rest in music.</p> <p>Use silence for effect in music.</p>	Read the musical stave and work out the notes, EGBDF and FACE.	Quickly read notes and know how many beats they represent.
Notating	Choose, invent and order informative signs and symbols to accurately record musical ideas (which could include simple stick and dot notation).	<p>Record their own ideas.</p> <p>Make their own symbols as part of a class score.</p>	Use staff and musical notation when composing work.	<p>Know and use standard musical notation of crotchet, minim and semibreve to indicate how many beats to play</p> <p>Draw a treble clef at the correct position on the stave.</p>	Use relevant notation to precisely record and communicate creative musical ideas.