

Music Progression Document: Sequence of Knowledge and Vocabulary

Music sequence of Knowledge:

Nursery

Children in nursery enjoy rhymes and songs and also get to experience a range of instruments via recorded music and use of percussion instruments during practical lessons and provision. This enables children to develop both their oracy and listening skills. From performance including singing and using percussion instruments and the enjoyment of listening to music from our 'Listening curriculum', we set the foundation here for successful music learning throughout our school.

Sequence of Substantive Knowledge

Listening	Singing	Performing	Musicianship	Composition and improvisation
To be exposed to a range of music and be led by the teacher to respond to it through copying gestures.	To chant and sing a range of songs and rhymes with enjoyment. To be able to sing higher and lower but not yet exactly pitch match.	To be able to perform a song as a group, starting and finishing together.	To be able to copy a pulse action led by a teacher when listening to music.	To be able to make a sound with an untuned percussion instrument holding it correctly.

Key components in all years are revisited the following year for new pupils and to accommodate mixed years, embedding learning.

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Music sequence of Knowledge:

Reception

Children in Reception are provided with opportunities to learn simple songs and rhymes through singing and with basic percussion instruments, all chosen to improve language development and numeracy skills alongside the child simply enjoying making music. The aim is to build on the joy of music they've already experienced and provide a foundation for future music making as children transition to the Model Music Curriculum in Year 1.

Sequence of Substantive Knowledge

Listening	Singing	Performing	Musicianship	Composition and improvisation
To be exposed to a range of music (previously listened to) and 5 additional pieces from the school listening music curriculum. Respond to music through gestures/dance movements and spontaneously improvise, recognising when music becomes faster or slower.	To chant and sing a range of songs and rhymes with enjoyment. To be able to sing higher and lower and pitch-match two sounds.	To be able to perform a song as a group, starting and finishing together with musical expression (louder and softer – dynamics)	To be able to make a pulse action by rocking on the floor, or waving arms, moving in time with the music.	To be able to make a sound with two untuned percussion instruments, holding them correctly in a group activity and be able to refine and improve musicality through listening.

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LISTENING					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
KNOWLEDGE					
<p>To be aware of tempo (speed) and dynamics (volume) and respond with movement.</p> <p>To be aware of different instruments.</p> <p>To listen to and recognise Pop music.</p>	<p>To be aware of tempo (speed) and dynamics (volume) including (getting louder/softer)</p> <p>To identify duration (rhythm and pulse)</p> <p>To be aware of different instruments and name one instrument.</p> <p>To listen to and recognise pop and classical music.</p> <p>To articulate likes and dislikes of music.</p>	<p>To identify: pitch - recognise high and low)</p> <p>duration (rhythm and pulse)</p> <p>dynamics (forte, piano)</p> <p>To be aware of different types of tuned and untuned instruments.</p> <p>To listen to and recognise pop, classical and folk music.</p> <p>To articulate likes and dislikes of two different styles of music.</p>	<p>To identify: tempo (allegro: fast/adagio: slow)</p> <p>timbre (types and quality of sounds)</p> <p>To be aware of different types of instruments in an orchestra (brass, percussion, woodwind and string)</p> <p>To listen to and recognise pop, classical, folk and jazz music.</p> <p>To articulate likes and dislikes and make simple comparisons of two different styles of music.</p>	<p>To explore structure (call/response and verse and chorus)</p> <p>To identify a band (pop or brass) or choir.</p> <p>To be aware of different types of instruments in an orchestra.</p> <p>To listen to and recognise pop, classical, folk, jazz and cultural music.</p> <p>To articulate an opinion about a piece of music, drawing on previously learned vocabulary including, pitch, tempo, dynamics, timbre and duration.</p>	<p>To explore texture (solo) and part singing including singing in two parts.</p> <p>To be able to appraise all genres and apply all the dimensions of music</p> <p>To listen to and identify any genre of music previously taught.</p>
VOCABULARY					
pop music, instruments	classical music, string instruments, composer	folk music, tuned, untuned, percussion	jazz music, woodwind, timbre, orchestra	structure, band, choir, brass, cultural music	part singing, a round, texture

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SINGING					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
KNOWLEDGE					
<p>To sing a variety of short songs/chanting rhymes in a group from a given pitch.</p> <p>To follow musical instruction such as stop, start, loud and quiet (include music from different cultures eg. Kye Kye Kule)</p>	<p>To sing a song including a range of notes.</p> <p>To follow musical instructions with good intonation (in tune) including a range of dynamics (volume) and tempos (speed)</p> <p>To perform call and response and pitch in tune two notes.</p>	<p>To sing a song including a wider range of notes.</p> <p>To follow musical instructions including specific terms such as forte and piano and tempos (speed)</p>	<p>To sing several songs with a wider range of notes and complicated rhythms.</p> <p>To follow musical instructions including tempos (speed) - accelerando (get faster)</p>	<p>To sing a wider variety of songs (including those with a verse and chorus) with more complicated rhythms and syncopation (off the beat).</p> <p>To follow musical instructions including a range of dynamics (volume) including specific terms such as syncopation (off beat rhythm).</p>	<p>To continue to sing a variety of songs with good diction, (including those with a verse and chorus) with more complicated rhythms and syncopation (off the beat).</p> <p>To follow musical instructions using specific terms for dynamics, tempo, rhythm and tempo specific term (rallentando - slowing down)</p> <p>To sing in two parts (round) as a class/assembly</p>
VOCABULARY					
singing or speaking voice	singing in tune	call and response	accelerando	verse, chorus, syncopation	rallentando, round, diction (enunciation and pronunciation)

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PERFORMING					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
KNOWLEDGE					
<p>To perform simple rhythms with body percussion.</p> <p>To perform using 4 different percussion instruments with good control and technique.</p> <p>To perform songs for a range of events and celebrations as a key stage.</p>	<p>To compose and perform a longer rhythm with an untuned percussion instrument.</p> <p>To perform using both tuned and untuned percussion instruments with musical expression.</p> <p>To perform songs for a range of events and celebrations including in a small group.</p>	<p>To perform as a whole class on a recorder (B A G songs) or ukulele (open strings only) or tuned and untuned percussion, a song.</p> <p>To hold the ukulele or recorder correctly.</p> <p>To hold tuned and untuned percussion instruments correctly and develop understanding of how to play or strike them.</p> <p>To perform in a concert as a key stage singing or playing.</p>	<p>To perform as a whole class on a recorder (B A G songs) or ukulele (open strings and C chord) or tuned and untuned percussion, a song with increasing accuracy.</p> <p>To hold the ukulele or recorder correctly and also in rest position.</p> <p>To hold tuned and untuned percussion instruments correctly and know how to play or strike them appropriately.</p> <p>To perform in a concert as a key stage singing or playing with stagecraft and taking care of own instrument (including cleaning)</p>	<p>To perform as a whole class on a recorder (B A G C D songs) or ukulele (A minor chord) or tuned and untuned percussion, a song with increasing accuracy.</p> <p>To hold the ukulele or recorder correctly and also in rest position and ready position.</p> <p>To perform a song in two parts in a performance.</p>	<p>To perform as a whole class on a recorder (B A G C D songs), ukulele (A minor chord and F chord) or tuned and untuned percussion, a song with increasing accuracy.</p> <p>To hold the ukulele or recorder correctly in rest and ready position.</p> <p>To perform as a class to include elements of prior learning.</p> <p>To be able to assess the quality of own and others performances and look at ways to improve.</p>
VOCABULARY					
body percussion, performance.	untuned percussion, bow.	recorder, fingering, stagecraft	ukulele, C chord, strum, rest position	A minor chord, ready position, perform in parts	F major chord, appraise performance.

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MUSICIANSHIP					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
KNOWLEDGE					
<p>To talk about long or short notes and copy rhythms performed by my teacher - ta and ti ti)</p> <p>To identify changes in pitch using correct vocabulary high/low using hand signs.</p> <p>To gain awareness of pulse and maintain a pulse patting knees.</p> <p>To describe different types of sound (timbre) made by percussion instruments eg. tapping.</p>	<p>To identify changes in pitch using correct vocabulary high/low/middle and illustrate with hand gestures.</p> <p>To maintain a pulse by clapping including tempo changes.</p> <p>To read stick notation rhythms ta and ti ti and rest.</p> <p>To understand the words and difference between pulse and rhythm.</p>	<p>To show awareness of how Melody Maker (Google Chrome Music Lab) can be used to compose.</p> <p>To read stick notation with minims (ta a - 2 beat longer notes).</p> <p>To read stick notation. (Wellerman)</p> <p>To use the actual note C B A G in the treble clef.</p> <p>To maintain a pulse whilst playing an instrument.</p> <p>To be able to use the language about music dimensions with a vocabulary mat for scaffolding.</p>	<p>To use Melody Maker (Google Chrome Music Lab) to compose writing a rhythm.</p> <p>To read stick notation with dotted minim (ta a a - 3) and a larger range (Wellerman)</p> <p>To identify pitch changes and use note names C D E F G A B (tuned percussion)</p> <p>To maintain a pulse whilst performing chords on the ukulele (or boomwhackers) and understand the chords C major includes C E G.</p> <p>To describe a range of orchestral instruments by name and use language about music dimensions - identifying at least one.</p>	<p>To use Melody Maker (Google Chrome Music Lab) to compose writing a rhythm and melody.</p> <p>To identify and record note names of a full octave for C D E F G A B C in the treble clef.</p> <p>To describe some of the music dimensions including pulse, pitch, rhythm, dynamics and tempo without support.</p> <p>To read stick notation (including semi-quavers)</p> <p>To maintain a pulse whilst performing chords on the ukulele (or boomwhackers) and understand the chords C major includes C E G and A minor - A C E.</p>	<p>To use Melody Maker (Google Chrome Music Lab) to compose writing a rhythm, melody and changing the tempo speed and instruments.</p> <p>To maintain a pulse whilst performing chords on the ukulele (or boomwhackers) and understand the chords C major includes C E G and A minor - A C E and F major - F A C.</p> <p>To read stick notation(including semi-quavers)</p>
VOCABULARY					
ta ti ti - rhythm names, pulse	rest, rhythm, pitch	note names, ta a, tempo, dynamics	timbre, chord, ta a a (3 beat) rhythm names	structure, semi quaver - tika tika.	texture. major (happy) , minor (sad).

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Composition and Improvisation					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
KNOWLEDGE					
<p>To improvise a rhythm using question and answer phrases.</p> <p>To experience rhythm notation.</p> <p>To improvise words or noises to a song or book (eg. We're Going on a Bear Hunt)</p>	<p>To write a 4 beat rhythm using notation.</p> <p>To improvise words, or noises (using instruments) to go with a theme and then perform.</p>	<p>To record a rhythm I have composed using notation and or appropriate technology.</p> <p>To organise a rhythm into a beginning, middle and end.</p> <p>To improvise on a tuned instrument using three pitches.</p>	<p>To compose to create a given mood; happy, sad, spooky, festive (using percussion)</p> <p>To use Song Maker from Google Chrome Music Lab to compose my own piece.</p>	<p>To compose a riff (repeated notes pattern).</p> <p>To compose a rhythm piece using the A B A structure.</p>	<p>To use music technology to compose and record using Chrome Melody Maker.</p> <p>To compose a rhythm piece using the A B A C A structure.</p>
VOCABULARY					
composer thinking voice (rhythm)	notation & rhythm	improvise	melody (tune), mood	musical structure A B A, riff	musical structure A B A C A

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