

# Music



## Music Curriculum Progression

| National Curriculum | Area of Study  | Knowledge | Skills | Suggested Key Vocabulary<br><i>New Vocabulary is blue</i> |
|---------------------|--|-----------|--------|---|
| <b>Nursery</b>      | 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. |           |        |   |
| <b>Reception</b>    | 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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|---------------------|--|--|--|---|--|
|                     |  |  |  |   |  |
| <b>Year 1</b>       | <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. | <b>Pitch</b><br>— High<br>— Low<br><b>Dynamics:</b><br>— Loud<br>— Soft<br><b>Rhythm</b><br><b>Beat/Pulse</b><br><b>Tempo</b><br>— Fast<br>— Slow<br>Percussion<br>Tuned instruments<br>Untuned instruments<br>Body percussion<br>Sound effects<br>Songs<br>Chants<br>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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| <b>Year 2</b> | Use their voices expressively and creatively by singing songs and speaking chants and rhymes    | Singing                   | Know that dynamics refers to how loud or soft a piece of music is performed.<br><br>Know that tempo refers to the speed a piece of music is performed | Know how to sing with a small pitch range with increasing vocal control and pitching accurately.<br><br>Know how to change dynamics and tempo while singing in response to the leader's direction or visual symbols              | <b>Rhythm &amp; Tempo</b><br>— Fast<br>— Slow<br>— Beat/Pulse<br><b>Pitch</b><br>— High<br>— Low<br><b>Dynamics</b><br>— Loud<br>— Soft<br><b>Notation</b><br>— Graphic symbols<br>— Dot notation<br>— Stick notation<br>— Crotchet<br>— Quavers<br>— Crotchet Rests<br><br>Songs<br>Chants<br>Count in<br>Percussion<br>Tuned instruments<br>Untuned instruments<br>Body percussion<br>Sound effects<br>Phrase<br>Rhythm pattern<br><br><b>Please also refer to previous year groups</b> |
|               |   | Listening                 |   | Know how to talk about how a piece of music makes you feel.<br><br>Know how to mark the beat of a piece of music.<br><br>Know how to identify the beat groupings in familiar pieces of music (2-time, 3-time, 4-time)            |   |
|               | Play tuned and untuned instruments musically  | Composing                 |   | Know how to improvise simple question and answer phrases with a partner using untuned percussion instruments<br><br>Know how to use graphic symbols, dot notation and stick notation as appropriate to record composed pieces    |   |
|               | Listen with concentration and understanding to a range of high-quality live and recorded music  | Musicianship – Pulse/Beat | Know that the speed of the beat can change, creating a faster or slower tempo   | Know how to mark the beat of a piece of music.<br><br>Know how to identify the beat groupings in familiar pieces of music (2-time, 3-time, 4-time)   |   |
|               | Experiment with, create, select and combine sounds using the inter-related dimensions of music. | Musicianship - Rhythm     |   | Know how to read and respond to chanted rhythm patterns and represent them with stick notation including crotchets, quavers and crotchet rests<br><br>Know how to create and perform chanted rhythm patterns with stick notation |   |
|               |   | Musicianship - Pitch      |   | Know how to respond to pitch changes with actions (e.g. stand up/sit down)<br><br>Know how to recognise dot notation and match it to a 3-note tune played on tuned percussion  |   |

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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><b>Rhythm, Metre, Tempo</b></p> <ul style="list-style-type: none"> <li>— Fast (allegro)</li> <li>— Slow (adagio)</li> <li>— Beat/Pulse</li> </ul> <p><b>Pitch and Melody</b></p> <ul style="list-style-type: none"> <li>— High</li> <li>— Low</li> <li>— Rising pitch</li> <li>— Falling pitch</li> </ul> <p><b>Structure and Form</b></p> <ul style="list-style-type: none"> <li>— Call and response</li> <li>— Question</li> <li>— Answer phrase</li> <li>— Echo</li> <li>— Ostinato</li> </ul> <p><b>Harmony</b></p> <ul style="list-style-type: none"> <li>— Drone</li> </ul> <p><b>Texture</b></p> <ul style="list-style-type: none"> <li>— Unison</li> <li>— Layered</li> <li>— Solo</li> </ul> <p><b>Dynamics and Articulation</b></p> <ul style="list-style-type: none"> <li>— Forte (loud)</li> <li>— Piano (soft)</li> </ul> <p><b>Notation</b></p> <ul style="list-style-type: none"> <li>— Graphic symbols</li> <li>— Dot notation</li> <li>— Stick notation</li> <li>— Staff notation</li> <li>— Rhythmic notation</li> <li>— Stave</li> <li>— Clef</li> <li>— Quaver</li> <li>— Crotchet</li> <li>— Paired Quavers</li> <li>— Crotchet Rests</li> </ul> <p><b>Please also refer to previous year groups</b></p> |
|        |  | 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 3<sup>rd</sup>)</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 3<sup>rd</sup>)</p> <p>Know how to apply word chants to rhythms, linking each syllable to one musical note</p>  |  |
|        |  |                                       |  |  |  |

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|---|--|---------------------------------------|---|---|--|--|
| <b>Year 4 follow a whole class instrumental programme taught by Birmingham Music Service. The pupils learning Djembe See additional Birmingham Music Service Planning</b> |  |                                       |   |   |  |  |
| <b>Year 4</b>   | 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><b>Rhythm, Metre, Tempo</b></p> <ul style="list-style-type: none"> <li>– Fast (allegro)</li> <li>– Slow (adagio)</li> <li>– Beat/Pulse</li> <li>– Rhythm pattern</li> <li>– Getting faster (accelerando)</li> <li>– Getting slower (rallentando)</li> <li>– Bar</li> <li>– Metre</li> </ul> <p><b>Pitch and Melody</b></p> <ul style="list-style-type: none"> <li>– High</li> <li>– Low</li> <li>– Rising pitch</li> <li>– Falling pitch</li> </ul> <p><b>Structure and Form</b></p> <ul style="list-style-type: none"> <li>– Call and response</li> <li>– Question</li> <li>– Answer phrase</li> <li>– Echo</li> <li>– Ostinato</li> <li>– Rounds</li> <li>– Partner Songs</li> </ul> <p><b>Harmony</b></p> <ul style="list-style-type: none"> <li>– Drone</li> <li>– Static</li> <li>– Moving</li> <li>– Chord</li> </ul> <p><b>Texture</b></p> <ul style="list-style-type: none"> <li>– Unison</li> <li>– Layered</li> <li>– Solo</li> <li>– Duet</li> <li>– Melody</li> <li>– Accompaniment</li> </ul> |  |  |
|   |  | 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>  |   | <p><b>Dynamics and Articulation</b></p> <ul style="list-style-type: none"> <li>– Forte (loud)</li> <li>– Piano (soft)</li> <li>– Crescendo (getting louder)</li> <li>– Decrescendo (getting quieter)</li> <li>– Legato (smooth)</li> <li>– Staccato (detached)</li> </ul> <p><b>Notation</b></p> <ul style="list-style-type: none"> <li>– Stave</li> <li>– Score</li> <li>– Clef</li> <li>– Quaver</li> <li>– Crotchet</li> <li>– Paired Quavers</li> <li>– Crotchet Rests</li> <li>– Score</li> </ul> <p style="text-align: center;"><b>Please also refer to previous year groups</b></p> |  |
|   | Improvise and compose music for a range of purposes using the inter-related dimensions of music  | 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>               |   |  |  |
|   | Listen with attention to detail and recall sounds with increasing aural memory   | 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>   |   |  |  |
|   | Use and understand staff and other musical notations   | Performing – Instrumental Performance | <p>Know that a chord is two or more notes played together.</p>  |   |  | <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> |
|   | Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians        | Performing – Reading Notation         |   |   |  | <p>Know how to read and perform pitch notation</p> <p>Know how to follow and perform rhythmic scores</p>   |
| Develop an understanding of the history of music.   |  |                                       |   |   |  |  |

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| <b>Year 5</b>          | 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 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><b>Rhythm, Metre, Tempo</b></p> <ul style="list-style-type: none"> <li>— Fast (allegro)</li> <li>— Slow (adagio)</li> <li>— Beat/Pulse</li> <li>— Rhythm pattern</li> <li>— Getting faster (accelerando)</li> <li>— Getting slower (rallentando)</li> <li>— Bar</li> <li>— Metre</li> <li>— Simple time</li> <li>— Compound time</li> <li>— Syncopation</li> </ul> <p><b>Pitch and Melody</b></p> <ul style="list-style-type: none"> <li>— Major</li> <li>— Minor</li> </ul> <p><b>Structure and Form</b></p> <ul style="list-style-type: none"> <li>— Call and response</li> <li>— Question</li> <li>— Answer phrase</li> <li>— Echo</li> <li>— Ostinato</li> <li>— Rounds</li> <li>— Partner Songs</li> <li>— Ternary form</li> <li>— Verse and chorus form</li> </ul> <p><b>Harmony</b></p> <ul style="list-style-type: none"> <li>— Drone</li> <li>— Static</li> <li>— Moving</li> <li>— Chord</li> <li>— Triads</li> <li>— Chord Progressions</li> </ul> <p><b>Texture</b></p> <ul style="list-style-type: none"> <li>— Unison</li> <li>— Layered</li> <li>— Solo</li> <li>— Duet</li> <li>— Melody</li> <li>— Accompaniment</li> </ul> | <p><b>Dynamics and Articulation</b></p> <ul style="list-style-type: none"> <li>— Forte (loud)</li> <li>— Piano (soft)</li> <li>— Very loud (fortissimo)</li> <li>— Moderately loud (mezzo forte)</li> <li>— Moderately quiet (mezzo forte)</li> <li>— Very quiet (pianissimo)</li> <li>— Crescendo (getting louder)</li> <li>— Decrescendo (getting quieter)</li> <li>— Legato (smooth)</li> <li>— Staccato (detached)</li> </ul> <p><b>Notation</b></p> <ul style="list-style-type: none"> <li>— Stave</li> <li>— Score</li> <li>— Clef</li> <li>— Quaver</li> <li>— Crotchet</li> <li>— Paired quavers</li> <li>— Minim</li> <li>— Semibreve</li> <li>— Semiquaver</li> <li>— Crotchet Rests</li> <li>— Score</li> <li>— Minim</li> <li>— Time signatures</li> </ul> <p style="text-align: center;"><b>Please also refer to previous year groups</b></p> |
|                        |  | Improvise and compose music for a range of purposes using the inter-related dimensions of music | Listening  | Know that music in major keys sounds 'happy' and music in minor keys sounds 'sad.'   |   |  |
|                        | Listen with attention to detail and recall sounds with increasing aural memory   | 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>                     |   |  |
|                        | Use and understand staff and other musical notations   | 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> |   |  |
|                        | 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 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>                      |   |  |
|                        | Develop an understanding of the history of music.  | 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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| <b>Year 6</b> | Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | Singing   |   | Know how to sing a wide range of songs, including those involving syncopated rhythms, observing rhythm, phrasing, accurate pitching and appropriate style<br><br>Know how to sing three- and four-part rounds or partner songs          | <b>Rhythm, Metre, Tempo</b> <ul style="list-style-type: none"> <li>— Fast (allegro)</li> <li>— Slow (adagio)</li> <li>— Beat/Pulse</li> <li>— Rhythm pattern</li> <li>— Getting faster (accelerando)</li> <li>— Getting slower (rallentando)</li> <li>— Bar</li> <li>— Metre</li> <li>— Simple time</li> <li>— Compound time</li> <li>— Syncopation</li> </ul> <b>Pitch and Melody</b> <ul style="list-style-type: none"> <li>— Pentatonic scale</li> <li>— Major</li> <li>— Minor</li> </ul> <b>Structure and Form</b> <ul style="list-style-type: none"> <li>— Call and response</li> <li>— Question</li> <li>— Answer phrase</li> <li>— Echo</li> <li>— Ostinato</li> <li>— Rounds</li> <li>— Partner Songs</li> <li>— Ternary form</li> <li>— Verse and chorus form</li> </ul> <b>Harmony</b> <ul style="list-style-type: none"> <li>— Drone</li> <li>— Static</li> <li>— Moving</li> <li>— Chord</li> <li>— Triads</li> <li>— Chord Progressions</li> </ul> <b>Texture</b> <ul style="list-style-type: none"> <li>— Unison</li> <li>— Layered</li> <li>— Solo</li> <li>— Duet</li> <li>— Melody</li> <li>— Accompaniment</li> </ul> | <b>Dynamics and Articulation</b> <ul style="list-style-type: none"> <li>— Forte (loud)</li> <li>— Piano (soft)</li> <li>— Very loud (fortissimo)</li> <li>— Moderately loud (mezzo forte)</li> <li>— Moderately quiet (mezzo forte)</li> <li>— Very quiet (pianissimo)</li> <li>— Crescendo (getting louder)</li> <li>— Decrescendo (getting quieter)</li> <li>— Legato (smooth)</li> <li>— Staccato (detached)</li> </ul> <b>Notation</b> <ul style="list-style-type: none"> <li>— Stave</li> <li>— Score</li> <li>— Clef</li> <li>— Quaver</li> <li>— Crotchet</li> <li>— Minim</li> <li>— Semibreve</li> <li>— Semiquaver</li> <li>— Crotchet Rests</li> <li>— Score</li> <li>— Minim</li> <li>— Time signatures</li> </ul> <p style="text-align: center;"><b>Please also refer to previous year groups</b></p> |
|               |  | Improvise and compose music for a range of purposes using the inter-related dimensions of music | Listening   |   |  |  |
|               | Listen with attention to detail and recall sounds with increasing aural memory   | Composing - Improvise   |   | Know how to create music with multiple sections that include repetition and contrast.<br><br>Know how to extend improvised melodies beyond 8 beats over a fixed groove.   |  |  |
|               | Use and understand staff and other musical notations   | Composing - Compose   |   | Know how to plan, compose and notate an 8 or 16 beat melodic phrase using the pentatonic scale and incorporate rhythmic variety and interest.<br><br>Know how to compose a ternary piece of music.                                      |  |  |
|               | 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 how to play melodies on tuned percussion following staff notation using notes with middle C-C' range and make decisions about dynamic range.<br><br>Know how to take part in ensemble playing, including playing an accompaniment. |  |  |
|               | Develop an understanding of the history of music.  | Performing – Reading Notation   | Know and understand the difference between semibreves, minims, crotchets, quavers, semiquavers and their equivalent rests | Know how to read and play from pitch notation within an octave<br><br>Know how to read and play from rhythm notation cards and rhythmic scores in up to 4 parts.  |  |  |