

Excellence and Enjoyment, Everyone and Everything. "God created you to be amazing" Ephesians 2:10

Disciplinary Knowledge Progression

| Disciplinary Knowledge Progression Map Music FS and KSI | | | |
|---|--|--|---|
| | FS | Year 1 | Year 2 |
| Musicianship: Understanding Music | <ul style="list-style-type: none"> Begin to move in time with others | <ul style="list-style-type: none"> Walk, move or clap a steady beat, changing the speed of the beat as the speed (tempo) of the music changes. Use body percussion and class percussion to play repeated rhythm patterns. Use tuned instruments to play pitched patterns while maintaining a steady beat. Perform word-pattern chants; create, retain and perform own rhythm chants. Explore percussion sounds to enhance story telling. Follow pictures and symbols to guide singing and playing. E.g. 4 dots = 4 taps on a drum | <ul style="list-style-type: none"> Mark the beat of a piece of music by tapping or clapping, and respond to changes in tempo. Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. Respond independently to pitch changes heard in short melodic phrases, indication with actions (stand up / sit down, hands high- hands low) Recognise dot notation and match it to 3-note tunes played on tuned percussion. |
| Listening | <ul style="list-style-type: none"> Listen to different sounds (animal noise, water etc.) and respond with voice and movement Recognise some percussion instruments | <ul style="list-style-type: none"> Identify the beat (pulse) of a tune. Recognise changes in pitch. Listen to rhythms and clap them back. Begin to identify some instruments by the sound that they make. | <ul style="list-style-type: none"> Identify the beat (pulse) of a tune. Copy and also create rhythms for others to copy using names, colours, animals or other words. Recognise changes in pitch and dynamics. Identify more instruments by the sound that they make. Discuss how songs make you and others feel. |
| Singing | <ul style="list-style-type: none"> Sing well known nursery rhymes and songs Echo a sound using voices Sing to self and make up songs | <ul style="list-style-type: none"> Demonstrate good singing posture Sing songs from memory Copy back intervals of an octave and fifth (high, low) Sing in unison Sing in high and low voices and talk about the difference in sound (pitch) | <ul style="list-style-type: none"> Demonstrate good singing posture Sing songs from memory and/or from notation Sing to communicate the meaning of the words Sing in unison and sometimes in parts Add actions to a song Sing songs with increasing vocal control and accurate pitch. Know the meaning of dynamics and tempo and be able to demonstrate these when singing by responding to the leader's directions and visual symbols. (crescendo, decrescendo, pause) Sing short phrases independently within a singing game or short song. |

Excellence and Enjoyment, Everyone and Everything. "God created you to be amazing" Ephesians 2:10

| | FS | Year 1 | Year 2 |
|------------|---|---|---|
| Performing | <ul style="list-style-type: none"> Perform songs and rhymes with others | <ul style="list-style-type: none"> Prepare a song to perform Communicate the meaning of the song Follow instructions on how to play an instrument. | <ul style="list-style-type: none"> Play a musical part in time with a steady pulse. Listen to and follow musical instructions from a leader (conductor) Talk about the difference between rehearsing a song and performing it |
| Composing | <p><i>Whole Class</i></p> <ul style="list-style-type: none"> Find different ways of recreating sounds using a variety of sound sources (e.g paper, bottle) Add sound effects to a simple story. | <p><i>Whole Class</i></p> <ul style="list-style-type: none"> Create musical sound effects and short sequences of sounds in response to a stimuli (e.g. rainstorm or train journey) Understand the difference between creating a rhythm pattern and a pitch pattern. Recognise how graphic notation can represent created sounds. Explore and invent own symbols. <p><i>Improvisation</i></p> <ul style="list-style-type: none"> Improvise simple vocal chants using question and answer phrases. | <p><i>Whole Class</i></p> <ul style="list-style-type: none"> Create music in response to a non-musical stimulus (e.g. car race, storm, rocket launch) Create short, pitch patterns up to three notes. Create short, rhythm patterns and represent with stick notation including crotchets, minims and crotchet rests. Use symbols to keep a record of composed pieces. <p><i>Improvisation</i></p> <ul style="list-style-type: none"> Work with a partner to improvise simple question and answer phrases to be sing and played on untuned percussion. |

| | Year 3 | Year 4 | Year 5 | Year 6 |
|--|--|--|--|---|
| <p>Musicianship: Understanding Music</p> <p>Confidence and Enjoyment, Everyone and Everything. "God created you to be amazing" Ephesians 2:10</p> | <ul style="list-style-type: none"> Introduce the staff, lines and spaces, clefs and bar lines. Apply word chants to rhythms, understanding how to link each syllable to one musical note. | <ul style="list-style-type: none"> Recognise the notes EGBDF and FACE on the musical staff. Recognise and understand the symbols for a minim, crotchet, paired quavers and rests and say how many beats they represent. Understand major and minor chords. Follow simple rhythmic scores to a steady beat, maintain individual parts accurately within the rhythmic texture. | <ul style="list-style-type: none"> Further understand the symbols for semibreves, minims, crotchets, quavers and semiquavers and say how many beats they represent. Understand the difference between 2/4, 3/4 and 4/4 time signatures. Read and perform pitch notation within an octave. Read and play short rhythmic phrases at sight, using conventional symbols for known note durations. Understand how triads (chords) are formed and play them on tuned percussion, melodic instruments or keyboards. | <ul style="list-style-type: none"> Further understand the symbols for semibreves, minims, crotchets, crotchet rests, paired quavers and semiquavers and their equivalent rests, and say how many beats they represent. Further develop the skills to read and perform pitch notation within an octave. Read and play confidently from rhythmic scores in up to 4 parts that contain known note durations. Read and play from notation a four-bar phrase, identifying note names and durations. |
| Listening | <ul style="list-style-type: none"> Use the terms: pitch, pulse, dynamics, rhythm confidently. Begin to recognise and describe changes in tempo and timbre. Identify more instruments by the sound that they make. Begin to think about what the words of a song mean. | <ul style="list-style-type: none"> Use the terms: pitch, pulse, dynamics, rhythm, timbre, tempo confidently when describing a piece of music. Recognise the style of music and important musical features of the style. Identify 2/4, 3/4 and 4/4 metre. Describe the texture and structure of a piece of music. Identify and describe instruments within a piece of music. Understand what a musical introduction is and its purpose. Identify major and minor tonality. | <ul style="list-style-type: none"> Identify and describe the sound of instruments within a piece of music, referring to the inter-related dimensions. Identify 2/4, 3/4, 6/8 and 5/4 metre. Recognise the style of music and important musical features of the style. Compare two songs in the same style. Think about the message of a song. | <ul style="list-style-type: none"> Describe how lyrics often reflect the cultural context of music and have social meaning. Understand what a musical outro is and its purpose. Identify and describe the sound of instruments within a piece of music, referring to the inter-related dimensions |
| Singing | <ul style="list-style-type: none"> Demonstrate good singing posture Sing a wide range of unison songs of varying styles and structures Sing with awareness of following the beat Sing with attention to clear diction Sing expressively, with attention to the meaning of the words Sing in unison | <ul style="list-style-type: none"> Perform with control over voice and awareness of others, taking direction from a conductor. Sing in 2/4, 3/4, 4/4 Demonstrate good singing posture Demonstrate vowel, blended sounds, and consonants Sing 'on pitch' and 'in time' Sing expressively, with attention to breathing and phrasing Sing expressively, with attention to staccato and legato | <ul style="list-style-type: none"> Sing a broad range of songs with a sense of ensemble and performance. Sing in 2/4, 3/4, 4/4 and 6/8 time Sing in unison and as part of a smaller group Sing three-part rounds, partner songs and songs with a verse and chorus. Sing 'on pitch' and 'in time' Self-correct if lost or out of time | <ul style="list-style-type: none"> Sing a broad range of songs, including those that involve syncopated rhythms. Sing in 2/4, 4/4, 3/4, 5/4 and 6/8 Sing Three and four-part rounds and partner songs. Sing with and without an accompaniment Demonstrate and maintain good posture and breath control whilst singing Sing expressively, with attention to breathing and phrasing |



Excellence and Enjoyment, Everyone and Everything. "God created you to be amazing" Ephesians 2:10

| | | | | |
|------------|---|--|---|--|
| | <ul style="list-style-type: none"> Understand and follow the leader or conductor Copy back simple melodic phrases using the voice Perform forte and piano (loud and soft) Perform actions confidently and in time to a range of action songs. | <ul style="list-style-type: none"> Talk about the different styles of singing used for different styles of song Talk about how the songs and their styles connect to the world Sing a simple second part to introduce vocal harmony. | <ul style="list-style-type: none"> Sing expressively, with attention to breathing and phrasing Sing expressively, with attention to dynamics and articulation Develop confidence as a soloist Talk about the different styles of singing used for different styles of song Talk confidently about how connected you feel to the music and how it connects in the world Respond to a leader or conductor | <ul style="list-style-type: none"> Sing expressively, with attention to dynamics and articulation Talk about the different styles of singing used for the different styles of songs sung in this year Discuss with others how connected you are to the music and songs, and how the songs and styles are connected to the world |
| Performing | <ul style="list-style-type: none"> Perform in school assemblies. Play tuned percussion or a melodic instrument following staff notation using up to three notes as a whole class or in small groups. Copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio (fast and slow) Play and sing with an awareness of the pulse. | <ul style="list-style-type: none"> Perform a range of songs in school assemblies. Read and perform pitch notation using up to 5 notes. Develop the basic skills of a selected instrument over a sustained learning period. Play and perform melodies following staff notation using a small range of notes as a whole class or small groups. Perform in two or more parts (e.g. melody and accompaniment or a duet). Experience leading / conducting the playing of music. | <ul style="list-style-type: none"> Perform solos or as part of an ensemble. Perform a range of songs in school assemblies and in school performance opportunities. Communicate the words of a song effectively to convey meaning. Sing or play following staff notation written on one stave with confidence Discuss what went well about a performance and what could have been better. Lead a performance section. | <ul style="list-style-type: none"> Perform with controlled breathing (voice) and skilful playing (instrument) Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience. Perform from memory or with notation Play a melody following staff notation written on one stave. Make decisions about dynamic range including ff, pp, mf and mp. |
| Composing | <p style="color: red; margin-left: 20px;">Small groups</p> <ul style="list-style-type: none"> Compose in response to different stimuli (e.g. stories, poetry, images) Compose music that has a beginning, middle and an end. Help to plan and create at least one simple melody using three notes, using dot notation to show higher and lower pitch, | <p style="color: red; margin-left: 20px;">Small groups</p> <ul style="list-style-type: none"> Compose music to create a specific mood, for example creating music to accompany a short film clip. Combine rhythmic notation with letter names to create short pentatonic phrases (5 notes). Create sequences of 2, 3 and 4 beat phrases using known note values (minim, crotchet, crotchet rest and paired quavers). | <p style="color: red; margin-left: 20px;">Small groups or pairs</p> <ul style="list-style-type: none"> Compose to evoke a specific atmosphere, mood or environment or to accompany a silent film or a scene in a book Work in pairs to compose a short ternary piece. (A – B – A) Create simple melodies using up to 5 notes and simple rhythmic patterns that work with the style of the song. Experiment with a wider range of dynamics. | <ul style="list-style-type: none"> Plan and compose an 8 or 16 beat melodic phrase using the pentatonic scale (C D E G A) and use notation to record. Compose a ternary piece; using music software apps to create and record it. Improvisation Use chord changes as part of an improvised sequence. |

Excellence and Enjoyment, Everyone and Everything. "God created you to be amazing" Ephesians 2:10

| | | | | |
|--|---|--|---|---|
| | <ul style="list-style-type: none"> • Combine rhythmic notation with letter names. • Compose song accompaniments on untuned percussion using known rhythms and note values. (crotchets and minims) • Make musical decisions about pulse, rhythm, pitch, dynamics and tempo. <i>Improvisation</i> • Improvise using voices, tuned and untuned percussion using up to three notes. | <ul style="list-style-type: none"> • Include smooth (legato) and detached (staccato) sounds within compositions. • Use rhythm notation and stick notation to capture and record compositions. <i>Improvisation</i> Improvise using voices, tuned and untuned percussion using up to three notes. | <ul style="list-style-type: none"> • Record the composition using time signatures, staff notation or technology. • <i>Improvisation</i> • Improvise with rhythm, using voice and instruments (up to three notes) Improvise freely over a drone or groove using tuned percussion and melodic instruments. | <ul style="list-style-type: none"> • Extend improvised melodies beyond 8 beats over a fixed drone or groove. |
|--|---|--|---|---|