

MUSIC

Progression of conceptual knowledge:

Music:

EYFS

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects.

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for music within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for music.

The most relevant statements for music are taken from the following areas of learning:

- Communication and Language
- Physical Development
- Expressive Arts and Design

Music

Three and Four-Year-Olds	Communication and Language- Listening, attention and understanding	Is starting to use some new vocabulary and join in with songs, stories and rhymes. Sing a large repertoire of songs.
	Physical Development	Use large-muscle movements to wave flags and streamers, paint and make marks.

	Expressive Arts and Design-Being imaginative and expressive	<p>Sings and makes sounds rhythmically. Enjoys making sounds with musical instruments and moving to music.</p> <p>Likes listening to music and responds to songs and music.</p> <p>Shows a preference for types and methods of expression and shows more control when expressing themselves.</p> <p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs, or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>	
	Literacy-Word Reading	Explores different ways of making sounds with their bodies, sings songs and rhymes independently.	
	Maths-Numerical patterns	Counts rhythmically and can count in songs and rhymes.	
Reception	Communication and Language	<p>Demonstrates good listening through increased interaction.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p>	
	Physical Development	<p>Shows an increasing awareness of what their own body can do.</p> <p>Combine different movements with ease and fluency.</p>	

	Expressive Arts and Design- Imaginative and expressive		<p>Uses what they know and what they like to be musical and to create role play.</p> <p>Begins to show an understanding and enjoyment of music and arts</p> <p>Music becomes more melodic and meaningful.</p> <p>They can talk about music, what it sounds like and what it makes them think of.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively sharing ideas, resources and skills.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>
ELG	Expressive Arts and Design	Being Imaginative and Expressive	<ul style="list-style-type: none"> •Sing a range of well-known nursery rhymes and songs. •Perform songs, rhymes poems and stories with others and (when appropriate) try to move in time with music.

Music: Performing

Key Stage 1

- Use voices expressively and creatively by singing songs and speaking chants and rhymes
 - Play tuned and untuned instruments musically

Year group	Knowledge progression	Success criteria	Vocabulary	Resources
Year 1	<ul style="list-style-type: none"> • Make different sounds with voice and with instruments • Follow instructions about when to play and sing • Use instruments to perform and choose sounds to represent different things <ul style="list-style-type: none"> • Sing with some control and expression • Explore different sounds on classroom instruments and start to control them musically • Feel the beat and respond to different moods; 	<ul style="list-style-type: none"> • Do they look at their audience when they are performing? • Can they clap short, rhythmic patterns? • Can they copy sounds? <p><u>Singing</u></p> <ul style="list-style-type: none"> • Can they use their voices to speak/sing/chant? • Do they join in with singing? • Can they sing and chant together in time, keeping a steady pulse? • Can they sing songs with some control of tuning, breathing, clarity of words • Can they sing songs conveying different moods (happy, sad, angry)? <p><u>Classroom Instruments</u></p> <ul style="list-style-type: none"> • Can they use instruments to perform? • Can they explore the different sounds that can be produced from a range of instruments? 	<p>Pitch (High sound, low sound)</p> <p>Dynamics (Loud, quiet)</p> <p>Timbre (different sounds from different instruments and voices)</p> <p>Tempo (Slow, fast)</p> <p>Duration (long, short)</p> <p>Pulse (regular beat underlying the music)</p>	

		<ul style="list-style-type: none"> • Can they control playing to produce the longest, shortest, quietest, loudest sound? • Can they follow hand signals for start/stop and quieter/louder? • Can they play in time to a steady beat? • Can they play a repeated pattern or drone to accompany a song? • Can they copy back a rhythm pattern? 		
Year 2	<ul style="list-style-type: none"> • Sing or clap increasing and decreasing tempo • Perform simple patterns and accompaniments keeping a steady pulse • Play simple rhythmic patterns on an instrument <ul style="list-style-type: none"> • Sing with control of pitch, diction and dynamics • Copy back on voices and tuned percussion instruments • Keep a steady beat and identify changes in pitch 	<p><u>Singing</u></p> <ul style="list-style-type: none"> • Do they sing and follow the melody (tune)? • Can they sing a range of songs and perform to an audience? • Can they sing with accuracy of pitch (over a narrow range and short phrases)? • Can they sing with clear words appropriate to age and ability? • Can they sing with understanding of when to breathe? • Can they sing with control over dynamics and tempo? • Can they sing with coordinated actions? • Can they copy back short phrases from a song? • Can they identify where pitch rise, falls, or stays the same – and copy with voices • Can they keep a steady beat? <p><u>Classroom Instruments</u></p> <ul style="list-style-type: none"> • Can they play with control – getting louder/quieter; faster/slower; 	<p>Pitch (getting higher, lower, stays the same)</p> <p>Changes in dynamics (getting louder/quieter)</p> <p>Ostinato (repeated pattern)</p> <p>Graphic score (visual representation of sound)</p> <p>Tuned percussion (instruments that can play different pitches)</p> <p>Timbre (different sounds created by hitting, blowing plucking, bowing, through digital technology)</p> <p>Difference between pulse and rhythm</p> <p>Tempo (music with a slow pulse; with a fast pulse)</p>	

		<p>keeping a steady beat at different tempi?</p> <ul style="list-style-type: none"> • Can they perform in a small group? • Can they copy back a rhythm pattern on one note on tuned percussion? • Can they identify which pitch (out of a choice of two) is being played? • Can they use tuned instruments to perform a two-note repeated pattern to accompany a song? • Can they follow hand signals from a leader for pitch getting higher and lower or staying the same? • Can they perform from a simple pictorial/graphic score, interpreting visual representations for changes in duration and dynamics 		
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Music: Performing

Key Stage 2

- *Play and perform in solo and ensemble contexts*
- *Use their voices and play musical instruments with increasing accuracy, fluency, control and expression*

	Knowledge progression	Success Criteria	Vocabulary	Resources
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- Play clear notes on instruments
- Use different elements in composition
- Play djembe drums in whole class lessons
- Sing a range of songs with awareness of musical shape and accuracy of pitch and tuning
- Play an instrument in a class ensemble with appropriate technique, keep in time with the beat and with control of entries/dynamics
- copy back rhythms and 2-note melodies;

Singing

- Can they sing songs from different times and place with confidence, with several from memory?
- Do they sing in tune with expression and control?
- Can they control pitch and tuning accurately within an octave?
- Can they sing with awareness of the shape of a melody?
- Can they sing with awareness of phrases in a song?
- Can they sing with awareness of the character and style of the song?
- Can they copy back phrases of a song with accuracy of rhythm and pitch (across the range of an octave)?
- Do they understand why posture, breathing and diction are important?
- Can they sing a round in two parts?

Instruments (eg djembes, recorders, glockenspiels, untuned percussion)

- Do they play an instrument in a class group?
- Can they play running (quaver), walk (crotchet), stride (minim) and sleep

Pitch – differences between higher and lower sounds represented by music being vertically higher or lower on a board

Duration - notes lasting for different numbers of beats - walk (1), stride (2), sleep (4), running (½ beats)

Rests of one beat (shh) or more, or whole bars

Beats in a bar (1-2,1-2 or 1-2-3, 1-2-3)

Dynamics - gradations from very quiet through to very loud

		<p>(semi-breve)rhythms against a steady beat at different tempi?</p> <ul style="list-style-type: none"> • Can they play melodies and/or rhythm patterns in time with a beat? • Can they count bars' rests to know when to come in? • Can they demonstrate control of simple instrumental technique? <i>eg, breathing, tonguing, hand positions on recorder; different hand strokes on drums</i> • Can they control playing at different dynamic levels (eg loud, soft)? • Can they listen carefully and copy back rhythms and melodies which use two different pitches? 		
Year 4	<ul style="list-style-type: none"> • Sing songs from memory with accurate pitch <ul style="list-style-type: none"> • Play an orchestral/band instrument as part of the class, with control of basic instrumental technique • play and sing music across different genres with confidence, accuracy and musical expression • memorise melodies and be able to play them at the correct place in an overall structure; 	<p><u>Singing</u></p> <ul style="list-style-type: none"> • Can they sing with awareness of breathing in order to support the voice in longer phrases? • Can they sing with an increasing awareness of tone of voice and the shape of melody? • Can they sing with musical expression? • Can they sing in two-/three-part rounds with confidence and increasing pitch accuracy? 	<p><i>Rhythm notation (duration)</i></p> <ul style="list-style-type: none"> • • 4 beat – semibreve (sleep) • • 2 beat – minim (stride) • • 1 beat – crochet (walk) • • ½ beats – quavers (running) • • 1 beat rest (shh) <p>Pitch - one-line stave to record differences in pitch: notes below the line, 'on the line' (meaning with the</p>	

- Can they sing confidently as part of a small group or solo being aware of posture and good diction?

Instruments (whole class flute and guitar)

- Can they play an orchestral/band instrument as part of the class and control basic instrumental technique (eg tonguing/strumming)?
- Can they pitch a range of notes accurately?
- Can they play in time with a backing created through music ICT?
- Can they perform with confidence to an audience?
- Can they follow a conductor to understand the structure of a piece and make accurate entries and endings?
- Can they play music in a range of styles, from different cultures, countries and times
- Can they play with expression at a simple level – eg by playing with appropriate choice of dynamics

Develop aural memory

- Can they copy back syncopated rhythms on instruments?

line going through the centre of the note); above the line; letter names to represent specific pitches

sharp, natural, flat

Conductor - standard conducting hand movements

Orchestral families (strings, brass, woodwind, percussion)

Staccato (short, detached)/legato (smooth)

		<ul style="list-style-type: none"> • Can they learn short melodies by ear with musical expression and reproduce them accurately later? • Can they perform in an extended (eg 3-5 minute) piece from memory, playing musical ideas at the correct time in the structure of the piece? 		
Year 5	<ul style="list-style-type: none"> • Maintain own part whilst others are performing their part 	<ul style="list-style-type: none"> • Can they perform with accuracy, fluency, control and expression? • Can they perform by ear and from simple notations? • Can they improvise within a group using melodic and rhythmic phrases? • Can they sing confidently in a wide variety of styles with increased control of longer phrases through breath support and good diction? • Can they play or sing a short piece solo, in time with a backing track or accompaniment, with a sense of the relevant musical style? • Can they hold a part in an instrumental ensemble and/or a 2-part song when others are performing different parts? • Can they identify how to improve own performing? 	<p>Structure – balance of repetition and contrast</p> <p>Pitch – 5 line-stave (staff notation)</p> <ul style="list-style-type: none"> • o Different types of ensembles, linked to different cultures and traditions • o Music history – changes in music across Baroque, Classical/Romantic and c20/21 time periods <p>Music technology: sample, loop, sequence</p>	

		<ul style="list-style-type: none"> • Can they follow a conductor to achieve accurate starts, endings? • Can they memorise, clap, sing and play back straightforward and syncopated rhythms and melodies, using 2 or more adjacent notes? 	Texture (the way different layers of music are laid out eg single line melody, as with monks chanting; tune with chords accompanying; different musical lines interweaving, as in a round)	
Year 6	<ul style="list-style-type: none"> • Sing in harmony confidently and accurately • Perform parts from memory • Take the lead in a performance <ul style="list-style-type: none"> • Perform full pieces, solo or in a group, and communicate to an audience with confidence and control • Perform with different techniques and expression, appropriate to different musical cultures and traditions • Follow a conductor for timing and musical expression • Perform from memory and from notated music; follow a simple orchestra/band part for a full piece; 	<ul style="list-style-type: none"> • Can they perform with confidence and communicate the essence of the music to an audience? • Can they sing songs and play pieces from a variety of different countries and traditions? • Can they sing songs and play pieces with accuracy of notes, rhythms and tuning? • Can they sing songs and play pieces with expression and a sense of shape and direction? • Can they hold harmony parts and independent parts? • Can they adjust performing styles, techniques and expression as appropriate to music from different genres, cultures, and traditions? • Can they show awareness of blending and balancing with other performers? • Can they hold own part in an instrumental ensemble? 	<p>Time signatures</p> <p>Clefs (different clefs for different instruments - treble, bass, alto)</p> <p>Rests for whole bars and multiple bars</p> <p>Repeat signs</p> <p>Rehearsal marks (Figure 1, 2 etc)</p> <p>Dynamic markings (pp,p,mp,mf,f,ff)</p> <p>Expression marks (staccato/legato, crescendo/diminuendo)</p>	

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| | | <ul style="list-style-type: none">• Can they perform pieces from musical notation and from memory?• Can they follow hand signals from a conductor, responding with accurate timing, entries and with expression?• Can they take the lead in a performance?• Can they take on a solo part? | | |
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Music: Composing (Creating)

Key Stage 1

- Experiment with, create, select and combine sounds using the inter-related dimensions of music

Year group	Knowledge progression	Success criteria	Vocabulary	Resources
Year 1	<ul style="list-style-type: none"> Clap and repeat short rhythmic and melodic patterns Make a sequence of sounds and respond to different moods in music <ul style="list-style-type: none"> Experiment with changing different dimensions of music (loud/soft; fast/slow etc) 	<ul style="list-style-type: none"> Can they make different sounds with their voices? Can they make different sounds with instruments? Can they identify changes in sounds? Can they change the sound? Can they repeat short rhythmic and melodic patterns? Can they make a sequence of sounds? Can they show sounds by using pictures? Can they show different types of sound through voice, body percussion, music ICT, classroom instruments (wood/metal) – timbre <ul style="list-style-type: none"> ➤ Long and short sounds – duration ➤ Slow and fast sounds -tempo ➤ Quiet and loud sounds – dynamics ➤ Low and high sounds – pitch ➤ Repeated rhythm patterns 	<p>Pitch (High sound, low sound)</p> <p>Dynamics (Loud, quiet)</p> <p>Timbre (different sounds from different instruments and voices)</p> <p>Tempo (Slow, fast)</p> <p>Duration (long, short)</p> <p>Pulse (regular beat underlying the music)</p>	
Year 2	<ul style="list-style-type: none"> Order sounds to create a beginning, middle and an end Create music in response to different starting points 	<ul style="list-style-type: none"> Can they order sounds to create a beginning, middle and end? Can they create music in response? 	<p>Pitch (getting higher, lower, stays the same)</p>	

	<ul style="list-style-type: none"> • Create music by combining and ordering sounds and begin to understand how sounds can be represented visually • Create actions in response to music 	<ul style="list-style-type: none"> • Can they choose sounds which create an effect? • Can they use symbols to represent sounds? • Can they make connections between notations and musical sounds? • Can they (with guidance) create and combine sounds to illustrate different pictures (famous paintings)? • Can they create a sequence of different sounds, varying pitch, duration, dynamics, tempo and timbre to accompany the changing moods in a story? • Can they replace a line in a familiar song, or fill in a gap in an existing piece? • Can they create a basic music map (graphic/pictorial notation) to show which instruments play when in their composition? • Can they invent pictorial notation to represent different sounds and instruments? • Can they invent actions to match music? 	<p>Changes in dynamics (getting louder/quieter)</p> <p>Ostinato (repeated pattern)</p> <p>Graphic score (visual representation of sound)</p> <p>Tuned percussion (instruments that can play different pitches)</p> <p>Timbre (different sounds created by hitting, blowing, plucking, bowing, through digital technology)</p> <p>Difference between pulse and rhythm</p> <p>Tempo (music with a slow pulse; with a fast pulse)</p>	
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Music: Composing (creating)

Key Stage 2

- Improvise and compose music for a range of purposes using the inter-related dimensions of music

	Knowledge progression	Success Criteria	Vocabulary	Resources
Year 3	<ul style="list-style-type: none"> • Combine different sounds to create a specific mood or feeling <ul style="list-style-type: none"> • Improvise a solo • articulate key musical concepts and understand how some of these can be represented in visual terms • create pieces that show control of some musical dimensions and have a sense of structure 	<ul style="list-style-type: none"> • Can they use different elements in their composition? • Can they create repeated patterns with different instruments? • Can they compose melodies and songs? • Can they create accompaniments for tunes? • Can they combine different sounds to create a specific mood or feeling? • Can they make musical choices for a purpose? • Can they use tuned and untuned instruments or music ICT to create musical ideas to accompany a story that has been chosen to: <ul style="list-style-type: none"> ➤ suggest a musical structure ➤ involve manipulating pitch, duration, dynamics or different timbres (or another of the inter-related dimensions of music) • Can they make their own picture score to represent and later recreate a composition? • Can they make a song or chant over a repeated rhythm pattern (ostinato) on instruments or body percussion? 	<p>Pitch – differences between higher and lower sounds represented by music being vertically higher or lower on a board</p> <p>Duration - notes lasting for different numbers of beats - walk (1), stride (2), sleep (4), running ($\frac{1}{2}$ beats)</p> <p>Rests of one beat (shh) or more, or whole bars</p> <p>Beats in a bar (1-2, 1-2 or 1-2-3, 1-2-3)</p> <p>Dynamics - gradations from very quiet through to very loud</p>	

		<ul style="list-style-type: none"> Can they use percussion instruments, drums or clapping, to improvise a 4-8 beat solo (eg drum circle or against a backing track)? 		
Year 4	<ul style="list-style-type: none"> Use notation to record compositions in a small group or individually <ul style="list-style-type: none"> Improvise solo melodic and rhythmic ideas create and record pieces for a purpose, based on composing techniques from existing pieces; 	<ul style="list-style-type: none"> Can they use notations to record and interpret sequences of pitches? Can they use standard notation? Can they use notations to record compositions in a small group or on their own? Can they use their notation in a performance? Can they compose, rehearse and record a group piece that: <ul style="list-style-type: none"> ➤ is for a particular purpose (eg Creative Challenge) ➤ uses a composing technique identified from an existing piece by a great composer or musician (examples in the Great Orchestra Experiment teacher pack) ➤ creates melodic or other ideas played on orchestral/band instruments or music ICT and makes effective use of the musical resources/skills of the class ➤ has different sections within a planned musical structure (eg verse/chorus; ABA; see Great 	<p><i>Rhythm notation (duration)</i></p> <ul style="list-style-type: none"> • 4 beat – semibreve (sleep) • 2 beat – minim (stride) • 1 beat – crochet (walk) • ½ beats – quavers (running) • 1 beat rest (shh) <p>Pitch - one-line stave to record differences in pitch: notes below the line, 'on the line' (meaning with the line going through the centre of the note); above the line; letter names to represent specific pitches</p> <p>sharp, natural, flat</p> <p>Conductor - standard conducting hand movements</p> <p>Orchestral families (strings, brass, woodwind, percussion)</p> <p>Staccato (short, detached)/legato (smooth)</p>	

		<p>Orchestra Experiment teacher pack for further ideas)</p> <ul style="list-style-type: none"> • Can they improvise solo simple rhythmic or melodic ideas, using an orchestral/band instrument in a 1 or 2 bar gap that fit with the style of a groove, beat or backing track? • Can they use instruments to record a short musical phrase and manipulate this using ICT? 		
Year 5	<ul style="list-style-type: none"> • Compose music which meets specific criteria • Choose the most appropriate tempo for a piece of music <ul style="list-style-type: none"> • Create pieces with a planned structure and that show some variety of musical texture and timbre • Be able to refine initial composing ideas • Improvise a solo over a blues chord sequence; 	<ul style="list-style-type: none"> • Can they change sounds or organise them differently to change the effect? • Can they compose music which meets specific criteria? • Can they use their notations to record groups of pitches (chords)? • Can they use a music diary to record aspects of the composition process? • Can they choose the most appropriate tempo for a piece of music? • Can they use instruments, voice and/or music technology to compose and record a group or class piece that: 	<p>Structure – balance of repetition and contrast</p> <p>Pitch – 5 line-stave (staff notation)</p> <ul style="list-style-type: none"> • o Different types of ensembles, linked to different cultures and traditions • o Music history – changes in music across Baroque, Classical/Romantic and c20/21 time periods 	

		<ul style="list-style-type: none"> ➤ is based on an initial stimulus from an existing piece of music and composing technique ➤ arranges and combines musical ideas into a carefully planned musical structure ➤ uses a variety of different textures and timbres <ul style="list-style-type: none"> • Can they suggest ways to refine the piece and help it communicate more effectively to an audience? • Can they create a visual plan of the piece, combining accurate visual/graphic notation, with elements of traditional staff music notation where rhythms are simple? • Can they improvise a more extended solo using a limited range of notes (eg over a blues chord pattern)? 	<p>Music technology: sample, loop, sequence</p> <p>Texture (the way different layers of music are laid out eg single line melody, as with monks chanting; tune with chords accompanying; different musical lines interweaving, as in a round)</p>	
Year 6	<ul style="list-style-type: none"> • Use a variety of different musical devices in composition (including melody, rhythms and chords). <ul style="list-style-type: none"> • Create, refine and record a piece that shows some creativity in musical thinking 	<ul style="list-style-type: none"> • Can they use a variety of different musical devices in their composition (including melody, rhythm and chords)? • Do they recognise that different forms of notation serve different purposes? • Can they use different forms of notation? • Can they combine groups of beats? 	<p>Time signatures</p> <p>Clefs (different clefs for different instruments - treble, bass, alto)</p> <p>Rests for whole bars and multiple bars</p> <p>Repeat signs</p>	

		<ul style="list-style-type: none"> • Can they compose and record an original piece (individually, or in a small group) that: <ul style="list-style-type: none"> ➤ is suitable for a particular purpose ➤ uses voices, instruments, music technology (or a combination) inventively ➤ that shows creativity in musical thinking and a sense of character ➤ is well structured, with a good balance of repetition and contrast ➤ uses a variety of different textures and timbres • Can they analyse the effectiveness of an initial recording, using musical language to suggest ways of refining the piece for a final version? 	<p>Rehearsal marks (Figure 1, 2 etc)</p> <p>Dynamic markings (pp,p,mp,mf,f,ff)</p> <p>Expression marks (staccato/legato, crescendo/diminuendo)</p>	
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Music: Listening and appraising

Key Stage 1

- Listen with concentration and understanding to a range of high-quality live and recorded music

Year group	Knowledge progression	Success criteria	Vocabulary	Resources
Year 1	<ul style="list-style-type: none"> Say whether they like or dislike a piece of music Feel the beat and respond to different moods 	<ul style="list-style-type: none"> Can they respond to different moods in music? Can they say how a piece of music makes them feel? Can they say whether they like or dislike a piece of music? Can they choose sounds to represent different things? Can they recognise repeated patterns? Can they follow instructions about when to play or sing (listen to signals for stop and start)? Can they listen to a piece of music and move or clap in time to the pulse? Can they begin to identify the difference between pulse and rhythm? Can they begin to identify differences in tempo (slow, fast) dynamics (loud, quiet) and pitch (high/low sounds) 	<p>Pitch (High sound, low sound)</p> <p>Dynamics (Loud, quiet)</p> <p>Timbre (different sounds from different instruments and voices)</p> <p>Tempo (Slow, fast)</p> <p>Duration (long, short)</p> <p>Pulse (regular beat underlying the music)</p>	

<p>Year 2</p>	<ul style="list-style-type: none"> • Make connections between notations and musical sounds <ul style="list-style-type: none"> • Identify changes in pitch • Listen with concentration, identifying different types of sound, when musical ideas are repeated, and where there are changes in pitch, tempo and dynamics • Start to aurally identify different musical styles 	<ul style="list-style-type: none"> • Can they improve their own work? • Can they listen out for particular things when listening to music? • Can they pick out and clap along with the pulse in music from different styles? • Can they identify and name a range of instruments that create sound by hitting, bowing, plucking, blowing or digital means? • Can they listen with concentration to recorded or live music, recognising when musical ideas are repeated? • Can they identify when there are changes in tempo, dynamics and pitch? • Can they distinguish aurally between pieces of music from different times, places and traditions? 	<p>Pitch (getting higher, lower, stays the same)</p> <p>Changes in dynamics (getting louder/quieter)</p> <p>Ostinato (repeated pattern)</p> <p>Graphic score (visual representation of sound)</p> <p>Tuned percussion (instruments that can play different pitches)</p> <p>Timbre (different sounds created by hitting, blowing plucking, bowing, through digital technology)</p> <p>Difference between pulse and rhythm</p> <p>Tempo (music with a slow pulse; with a fast pulse)</p>	
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Music: Listening, appraising and notation

Key Stage 2

- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
 - Listen with attention to detail and recall sounds with increasing aural memory (listener focus)
 - Develop an understanding of the history of music
 - Use and understand staff and other musical notations

	Knowledge progression	Success Criteria	Vocabulary	Resources
Year 3	<ul style="list-style-type: none"> • listen carefully and recognise high and low phrases • Start to use musical vocabulary to describe musical features, and identify instruments 	<ul style="list-style-type: none"> • Can they improve their work; explaining how it has improved? • Can they use musical words (the elements of music) to describe a piece of music and compositions? • Can they use musical words to describe what they like and dislike? • Can they recognise the work of at least one famous composer? • Can they recognise common instruments in recorded music, and identify them as belonging to a specific family eg violin (strings); drum kit (percussion); guitar (plucked strings); flute (woodwind); trumpet (brass); piano (keyboard)? • Can they listen attentively to music from different times, places and traditions, using simple musical vocabulary to describe some of the detail heard? • Can they show, through movement or simple conducting gestures, that they can hear the difference between music with 2 beats in a bar and 3 beats in a bar, and feel where the strong first beat comes? • Can they memorise musical ideas (eg a melody, a chorus, a rhythmic idea) and identify when, or how many times 	<p>Pitch – differences between higher and lower sounds represented by music being vertically higher or lower on a board</p> <p>Duration - notes lasting for different numbers of beats - walk (1), stride (2), sleep (4), running ($\frac{1}{2}$ beats)</p> <p>Rests of one beat (shh) or more, or whole bars</p> <p>Beats in a bar (1-2, 1-2 or 1-2-3, 1-2-3)</p> <p>Dynamics - gradations from very quiet through to very loud</p>	

		<p>it is heard in a piece of recorded music?</p> <ul style="list-style-type: none"> • Can they show awareness of the meaning of key musical concepts, and be able to relate these to specific examples in singing, playing, creating and listening work? ➤ Pitch ➤ Duration ➤ Rests ➤ Beats in a bar ➤ Dynamics <ul style="list-style-type: none"> • Can they represent and identify changes in pitch, dynamics and duration using invented pictorial /graphic notation? 		
Year 4	<ul style="list-style-type: none"> • Explain why silence is often needed in music and explain what effect it has <ul style="list-style-type: none"> • Memorise melodies and be able to play them at the correct place in an overall structure read music from standard rhythm notation • Identify key features, musical details and orchestral instruments through attentive listening to live or recorded music 	<ul style="list-style-type: none"> • Can they explain the place of silence and say what effect it has? • Can they start to identify the character of a piece of music? • Can they describe and identify the different purposes of music? • Can they begin to identify with the style of work of Beethoven, Mozart and Elgar? • Can they identify, across a range of music: <ul style="list-style-type: none"> ➤ the time, place and cultural tradition the music comes from? ➤ Some key musical features of that time period or tradition (eg instruments used, style of performing, use of notation)? 	<p><i>Rhythm notation (duration)</i></p> <ul style="list-style-type: none"> • 4 beat – semibreve (sleep) • 2 beat – minim (stride) • 1 beat – crochet (walk) • ½ beats – quavers (running) • 1 beat rest (shh) <p>Pitch - one-line stave to record differences in pitch: notes below the line, 'on the line' (meaning with the line going through the centre of the note); above the line;</p>	

	<ul style="list-style-type: none"> Begin to understand the time, place and cultural tradition that different pieces of music come from 	<ul style="list-style-type: none"> Can they identify visually and aurally the instruments in an orchestra, and those played by children in schools across the city? Can they understand the role of a conductor, and be able to conduct in time with the beat, using standard conducting patterns? Can they listen attentively to live or recorded music, using aural memory to identify details eg when a memorised musical idea comes back; how often a notated rhythm pattern appears; which instruments play a specific feature; the number of bars before something changes? Can they link sound with symbol using standard staff rhythmic notation for four, two, one and half beat notes, and 1 beat rest? Can they play or clap simple rhythms from staff notation and identify which rhythm from a choice is being played? Can they understand the concept of sharp, flat and natural notes; bar and barline; multiple bars' rests; 'note on a line' Can they play/sing notes falling or rising in pitch in response to hand signs and to notes on a one-line stave 	<p>letter names to represent specific pitches</p> <p>sharp, natural, flat</p> <p>Conductor - standard conducting hand movements</p> <p>Orchestral families (strings, brass, woodwind, percussion)</p> <p>Staccato (short, detached)/legato (smooth)</p>	
Year 5	<ul style="list-style-type: none"> Repeat a phrase from the music after listening intently. <ul style="list-style-type: none"> Develop an understanding of some key elements in the history of western 	<ul style="list-style-type: none"> Can they describe, compare and evaluate music using musical vocabulary? Can they explain why they think their music is successful or unsuccessful? 	<p>Structure – balance of repetition and contrast</p> <p>Pitch – 5 line-stave (staff notation)</p>	

	<p>classical music and the impact of technology</p> <ul style="list-style-type: none"> • Recognise characteristic ensembles from different cultures and traditions • Read music from standard notation on a 5-line stave • Be able to match sounds with the symbols for rhythm and pitch 	<ul style="list-style-type: none"> • Can they suggest improvements to their own or others' work? • Can they choose the most appropriate temp for a piece of music? • Can they contrast the work of famous composers and show preferences? • Can they show a basic understanding of the history of western classical music by: <ul style="list-style-type: none"> ➤ Distinguishing, through attentive listening to detail, between music from <ul style="list-style-type: none"> o 17th/18th century ➤ 19th century ➤ 20th/21st century • Can they identifying how developments in musical instrument design and technology have influenced how composers create music? • Can they link sound with symbol for rises and falls of pitch with note position on the stave, working up and down from one chosen home note? • Can they identify notes on specific lines or spaces on the stave with the relevant letter names for pitch? • Can they recognise signs for sharp, flat and natural notes? • Can they recognise types of ensembles from different countries and traditions, identifying instruments combinations and key features that give them their unique sound?(eg <i>String quartet, orchestra, wind band, brass band, jazz band, bhangra band, samba band, mariachi band</i>) 	<ul style="list-style-type: none"> • o Different types of ensembles, linked to different cultures and traditions • o Music history – changes in music across Baroque, Classical/Romantic and c20/21 time periods <p>Music technology: sample, loop, sequence</p> <p>Texture (the way different layers of music are laid out eg single line melody, as with monks chanting; tune with chords accompanying; different musical lines interweaving, as in a round)</p>	
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Year 6	<ul style="list-style-type: none"> • Accurately recall a part of the music listened to • Follow a conductor for timing and musical expression; perform from memory and from notated music • Follow a simple orchestra/band part for a full piece; work out how to play a piece from standard notation • Listen to a musical phrase and work out how to play it by ear • Use musical vocabulary accurately to identify key features of music from different cultures and traditions, and to justify own opinions • 	<ul style="list-style-type: none"> • Can they refine and improve their work? • Can they evaluate how the venue, occasion and purpose affects the way a piece of music is created? • Can they analyse features within different pieces of music? • Can they compare and contrast the impact that different composers from different times will have had on the people of the time? <ul style="list-style-type: none"> • Can they use musical vocabulary confidently and accurately to identify key features of music from a wide range of different genres, cultures and traditions? • Can they select a piece of music that they identify with and listen attentively to identify unique musical features to justify why it is special? • Can they work out how to play simple musical phrases from notation? • Can they memorise simple musical phrases by ear, and work out how to play them on an instrument? • Are they able to follow simple sheet music for a song or instrumental piece, understanding the link between sound and symbols for: 	<p>Time signatures</p> <p>Clefs (different clefs for different instruments - treble, bass, alto)</p> <p>Rests for whole bars and multiple bars</p> <p>Repeat signs</p> <p>Rehearsal marks (Figure 1, 2 etc)</p> <p>Dynamic markings (pp,p,mp,mf,f,ff)</p> <p>Expression marks (staccato/legato, crescendo/diminuendo)</p>	

		<ul style="list-style-type: none">➤ Time signatures➤ Clefs (different clefs for different instruments - treble, bass, alto)➤ Rests for whole bars and multiple bars➤ Repeat signs➤ Rehearsal marks (Figure 1, 2 etc)➤ Dynamic markings (pp,p,mp,mf,f,ff)➤ Expression marks (staccato/legato, crescendo/diminuendo)		
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