

Hudson Road Primary School

Music

Progression of Knowledge, Vocabulary and Skills Document



	<u>Early Years</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Unit of Study One</u>	Create and Compose / Listen and Understand	Create and Compose / Listen and Understand	Create and Compose / Listen and Understand	Create and Compose / Listen and Understand	Create and Compose / Listen and Understand	Create and Compose / Listen and Understand	Create and Compose / Listen and Understand
<u>Unit of Study Two</u>	Play and Perform	Play and Perform	Play and Perform	Play and Perform	Play and Perform	Play and Perform	Play and Perform
<u>Unit of Study Three</u>	Respond and Review	Respond and Review	Respond and Review	Respond and Review	Respond and Review	Respond and Review	Respond and Review
<u>Genre of Focus</u>	Nursery Rhymes	Traditional Songs	Violin Music	Local Songs	Brass Music	Famous Composers	Music from Film

Play and Perform

	EYFS	Year 1	Year 2
	<p>Birth to 3</p> <p>Enjoy singing, music and toys that make sounds.</p> <ul style="list-style-type: none"> • Explore their voices and enjoy making sounds. <p>Join in with songs and rhymes, making some sounds.</p> <ul style="list-style-type: none"> • Make rhythmical and repetitive sounds. • Explore a range <p>3&4 Years</p> <p>Sing a large repertoire of songs Know many rhymes, be able to talk about familiar books, and be able to tell a long story Remember and sing entire songs.</p> <ul style="list-style-type: none"> • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. <p>Reception</p> <p>Learn rhymes, poems and songs 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. Explore and engage in music making and dance, performing solo or in groups.</p>	<p>To use their voices in different ways such as speaking, singing an chanting.</p> <p>To create and choose sounds.</p> <p>To Perform simple rhythmical patterns, beginning to show an awareness of pulse.</p> <p>To begin to think about others when performing.</p>	<p>Use voices expressively and creatively .</p> <p>To sing with the sense of shape of the melody.</p> <p>To create and choose sound for specific effect.</p> <p>To use instruments to perform rhythmical pattern and accompaniments.</p>
Vocabulary	<p>Song</p> <p>Music</p> <p>Beat</p> <p>Soft / loud</p> <p>Fast / slow</p>	<p>Instrument</p> <p>Sound,</p> <p>Pulse</p> <p>Rhythm</p> <p>Notation</p> <p>High / low</p> <p>Compose</p>	<p>Instrument</p> <p>Sound,</p> <p>Pulse</p> <p>Rhythm</p> <p>Notation</p> <p>High / low</p> <p>Compose</p>

Play and Perform

	Year 3	Year 4	Year 5	Year 6
	<p>To sing in unison, becoming aware of pitch.</p> <p>To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes.</p> <p>To think about others while performing.</p>	<p>To sing in unison maintaining the correct pitch and using increasing expression.</p> <p>To play and perform parts with an increasing number of notes, beginning to show musical expression by changing the dynamics.</p>	<p>To sing in unison with clear dictation, controlled pitch and a sense of phrase.</p> <p>To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression.</p> <p>To maintain my own part and be aware how the different part fits.</p>	<p>To sing in solo, unison and in parts with clear dictation, controlled pitch and with a sense of phrase.</p> <p>To play and perform with accuracy, fluency, control and expression.</p> <p>To think about the audience when performing and how to create a specific effect.</p>
Vocabulary	<p>Timbre</p> <p>Pitch</p> <p>Dynamics</p> <p>Melody</p> <p>Breathing forte</p> <p>Allegro</p> <p>Adagio, Crotchet, Minim, Phrase, Percussion</p>	<p>Timbre</p> <p>Pitch</p> <p>Dynamics</p> <p>Melody</p> <p>Breathing forte</p> <p>Allegro</p> <p>Adagio, Crotchet, Minim, Phrase, Percussion</p>	<p>Crescendo</p> <p>Diminuendo</p> <p>Quaver</p> <p>Staccato</p> <p>Legato</p> <p>Ostinato</p> <p>Fortissimo</p> <p>Allegretto, Andante, Largo</p>	<p>Crescendo</p> <p>Diminuendo</p> <p>Quaver</p> <p>Staccato</p> <p>Legato</p> <p>Ostinato</p> <p>Fortissimo</p> <p>Allegretto, Andante, Largo</p>

Create and Compose / Listen and Understand

	EYFS	Year 1	Year 2
	<p>Birth to 3</p> <p>Enjoy singing, music and toys that make sounds.</p> <ul style="list-style-type: none"> • Explore their voices and enjoy making sounds. <p>Join in with songs and rhymes, making some sounds.</p> <ul style="list-style-type: none"> • Make rhythmical and repetitive sounds. • Explore a range <p>3&4 Years</p> <p>Sing a large repertoire of songs</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story</p> <p>Remember and sing entire songs.</p> <ul style="list-style-type: none"> • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. <p>Reception</p> <p>Learn rhymes, poems and songs</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>	<p>To know about and experiment with sounds.</p> <p>To recognise and explore how sounds can be organised.</p> <p>To identify and organise sounds using simple criteria e.g. loud, soft, high and low.</p> <p><u>L&U</u></p> <p>To begin to understand that musical elements can be used to create different moods and effects.</p> <p>To listen to short, simple pieces of music and talk about when and why they may hear it. E.g. a Lullaby or Wedding march.</p>	<p>Repeat short rhythmic and melodic patterns</p> <p>To begin to explore and choose and order sounds using the inter-related dimensions of music.</p> <p><u>L&U</u></p> <p>To identify and recognise repeated patterns and follow a wider range of musical instructions.</p> <p>To understand how musical elements create different moods and effects.</p> <p>To confidently represent sounds with a range of symbols, shapes or marks.</p> <p>To listen to pieces of music and discuss where and when they may be heard using simple music vocabulary.</p>
Vocabulary	<p>Song</p> <p>Music</p> <p>Beat</p> <p>Soft / loud</p> <p>Fast / slow</p>	<p>Instrument</p> <p>Sound,</p> <p>Pulse</p> <p>Rhythm</p> <p>Notation</p> <p>High / low</p> <p>Compose</p>	<p>Instrument</p> <p>Sound,</p> <p>Pulse</p> <p>Rhythm</p> <p>Notation</p> <p>High / low</p> <p>Compose</p>

Create and Compose / Listen and Understand

	Year 3	Year 4	Year 5	Year 6
	<p>To create simple rhythmical pattern that use a small range of notes.</p> <p>To begin to join simple layers of sound e.g. a background rhythm and a solo melody.</p> <p><u>L&U</u></p> <p>To listen with attention</p> <p>To begin to understand how different musical elements are combined and used to create an effect.</p> <p>To begin to recognise simple notations to represent music, including pitch and volume.</p> <p>To listen to and begin to respond to music drawn from different traditions and great composers and musicians.</p>	<p>To create rhythmical and simple melodic patterns using an increased number of notes.</p> <p>To join layers of sound, thinking about musical dynamics of each layer and understanding the effect.</p> <p><u>L&U</u></p> <p>To listen to and recall patterns of sounds with increasing accuracy.</p> <p>To understand how different musical elements are combined and used expressively.</p> <p>To understand and begin to use established and invented musical notations to represent music.</p> <p>To listen to and understand a wide range of high quality live and recorded music drawn from different traditions, great composers and traditions.</p>	<p>To create increasingly complicated rhythmic and melodic phrases within given structures.</p> <p><u>L&U</u></p> <p>To listen to and recall a range of sounds and patterns of sounds confidently.</p> <p>To begin to identify the relationship between sounds and how music can reflect different meanings.</p> <p>To recognise and use a range of musical notations including staff notation.</p> <p>To listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time.</p>	<p>To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures.</p> <p><u>L&U</u></p> <p>To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence.</p> <p>To identify and explore the relationship between sounds and how music can reflect different meanings.</p> <p>To use and apply a range of musical notations including staff notation, to plan, revise and refine musical material.</p> <p>To develop an understanding of the history of music from different cultures, traditions, composers and musicians. Evaluating how venue, occasion and purpose effects the way that music is created and performed.</p>
Vocabulary	<p>Timbre</p> <p>Pitch</p> <p>Dynamics</p> <p>Melody</p> <p>Breathing forte</p> <p>Allegro</p> <p>Adagio, Crotchet, Minim, Phrase, Percussion</p>	<p>Timbre</p> <p>Pitch</p> <p>Dynamics</p> <p>Melody</p> <p>Breathing forte</p> <p>Allegro</p> <p>Adagio, Crotchet, Minim, Phrase, Percussion</p>	<p>Crescendo</p> <p>Diminuendo</p> <p>Quaver</p> <p>Staccato</p> <p>Legato</p> <p>Ostinato</p> <p>Fortissimo</p> <p>Allegretto, Andante, Largo</p>	<p>Crescendo</p> <p>Diminuendo</p> <p>Quaver</p> <p>Staccato</p> <p>Legato</p> <p>Ostinato</p> <p>Fortissimo</p> <p>Allegretto, Andante, Largo</p>

Respond and Review

	EYFS	Year 1	Year 2
	<p>Birth to 3 Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person’s voice, such as their key person or a parent.</p> <p>Show attention to sounds and music.</p> <ul style="list-style-type: none"> • Respond emotionally and physically to music when it changes. • Move and dance to music. • Anticipate phrases and actions in rhymes and songs, like ‘Peepo’. <p>3&4 Years Sing a large repertoire of songs Know many rhymes, be able to talk about familiar books, and be able to tell a long story</p> <p>Remember and sing entire songs.</p> <ul style="list-style-type: none"> • Sing the pitch of a tone sung by another person (‘pitch match’). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. <p>Reception Learn rhymes, poems and songs 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. Explore and engage in music making and dance, performing solo or in groups.</p>	<p>To talk about how music makes you feel or want to move e.g. it makes me want to jump, sleep, shout etc.</p> <p>To think about and make simple suggestions about what could make their own work better e.g. play faster or louder.</p>	<p>To respond to different moods in music and explain thinking about changes in sound.</p> <p>To identify what improvements could be made and make those changes, including altering use of voice, playing of and choice of instruments.</p>
Vocabulary	<p>Song</p> <p>Music</p> <p>Beat</p> <p>Soft / loud</p> <p>Fast / slow</p>	<p>Instrument</p> <p>Sound</p> <p>Pulse</p> <p>Rhythm</p> <p>Notation</p> <p>High / low</p> <p>Compose</p>	<p>Instrument</p> <p>Sound</p> <p>Pulse</p> <p>Rhythm</p> <p>Notation</p> <p>High / low</p> <p>Compose</p>

Respond and Review

	Year 3	Year 4	Year 5	Year 6
	<p>To explore and comment on the ways sounds can be used expressively.</p> <p>To comment on the effectiveness of own work, identifying and making improvements.</p>	<p>To recognise and explore the ways sounds can be combined and used expressively and comment on this effect.</p> <p>To comment on the effectiveness of their work, identifying and making improvements based on its intended outcome.</p>	<p>To describe, compare and evaluate different types of music beginning to use accurate musical terms.</p> <p>To comment on the success of their own and others work, suggesting improvements based on intended outcomes.</p>	<p>To describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music.</p> <p>To evaluate the success of their own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.</p>
Vocabulary	<p>Timbre</p> <p>Pitch</p> <p>Dynamics</p> <p>Melody</p> <p>Breathing forte</p> <p>Allegro</p> <p>Adagio, Crotchet, Minim, Phrase, Percussion</p>	<p>Timbre</p> <p>Pitch</p> <p>Dynamics</p> <p>Melody</p> <p>Breathing forte</p> <p>Allegro</p> <p>Adagio, Crotchet, Minim, Phrase, Percussion</p>	<p>Crescendo</p> <p>Diminuendo</p> <p>Quaver</p> <p>Staccato</p> <p>Legato</p> <p>Ostinato</p> <p>Fortissimo</p> <p>Allegretto, Andante, Largo</p>	<p>Crescendo</p> <p>Diminuendo</p> <p>Quaver</p> <p>Staccato</p> <p>Legato</p> <p>Ostinato</p> <p>Fortissimo</p> <p>Allegretto, Andante, Largo</p>

EYFS	Year1	Year2	Year3	Year4	Year5	Year6
	<p>To begin to understand that musical elements can be used to create different moods and effects.</p> <p>To listen to short, simple pieces of music and talk about when and why they may hear it. E.g.: a lullaby or Wedding march.</p>	<p>To identify and recognise repeated patterns and follow a wider range of musical instructions. ☑ To understand how musical elements create different moods and effects.</p> <p>☑ To confidently represent sounds with a range of symbols,</p> <p>To listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary. E.g. It's quiet and smooth so it would be good for a lullaby.</p>	<p>To listen with attention.</p> <p>To begin to understand how different musical elements are combined and used to create an effect.</p> <p>To begin to recognise simple notations to represent music, including pitch and volume.</p> <p>To listen to and begin to respond to music drawn from different traditions and great composers and musicians.</p>	<p>To listen to and recall patterns of sounds with increasing accuracy.</p> <p>To understand how different musical elements are combined and used expressively.</p> <p>To understand and begin to use established and invented musical notations to represent music.</p> <p>To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.</p>	<p>To listen to and recall a range of sounds and patterns of sounds confidently.</p> <p>To begin to identify the relationship between sounds and how music can reflect different meanings.</p> <p>To recognise and use a range of musical notations including staff notation</p> <p>To listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time</p>	<p>To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence.</p> <p>To identify and explore the relationship between sounds and how music can reflect different meanings.</p> <p>To use and apply a range of musical notations including staff notation, to plan, revise and refine notation, to plan, revise and refine musical material.</p> <p>To develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed</p>