









Music Curriculum, Skills & Knowledge Progression

Notation

							Dotted notes	rests
EYFS	X	X						Crotchet rest
KS1 CYCLE A	X	X						Crotchet rest
KS1 CYCLE B	X	X	Exposed to	Exposed to				Crotchet rest
LKS2 CYCLE A	X	X	X	X				Crotchet rest
LKS2 CYCLE B	X	X	X	X	Exposed to	Exposed to		Crotchet rest
UKS2 CYCLE A	X	X	X	X	X	X	Exposed to	Crotchet rest Quaver rest
UKS2 CYCLE B	X	X	X	X	X	X	X	All equivalent rests

Composing (skills / knowledge)

	Improvisation	Notation	Creative Processes
EYFS	<p>explore and create sounds using voice, body percussion, instruments and found sounds. Explore how sounds can be changed from loud to quiet, fast to slow and high to low.</p> <p>know that different instruments make different sounds which can show different characters or situations.</p>	<p>introduced to symbols and images to order and convey sound</p> <p>know that I can order images to create sounds</p>	<p>create new verses, words and actions to a song and create sequences of sounds in response to a given stimulus</p> <p>understanding the words of a song will help me to decide on actions or sounds.</p>
KS1 CYCLE A	<p>improvise simple vocal chants and pitch and rhythm patterns</p> <p>know that using dynamics, tempo and pitch can provide context when improvising.</p>	<p>begin to explore how images can be used to create graphic scores. Explore symbols for rhythm and pitch.</p> <p>know that using bigger/smaller images or symbols represents dynamics. Know to use</p>	<p>select and describe sounds to create music in response to a stimulus. Compose simple four beat rhythms using crotchets and paired quavers. Compose simple melodies using G and E. Explore dynamics and tempo in relation to mood or message</p>

		images and symbols to create a score for rhythm or pitch.	know to explore different ideas before deciding what to do. Know that playing an instrument with less force or effort will make it sound quieter.
KS1 CYCLE B	improvise Q and A phrases with words, rhythm and pitch. know to structure improvisations into responses over 4 or 8 beats.	use images and symbols to structure pieces using graphic score. Select stick notation for rhythm and dot notation for pitch know that changing the size of an image or how often it appears can show changes in dynamics and tempo. Know that where a dot or note is placed in relation to one another indicates the pitch	explore and use changes in pitch dynamics, duration and tempo. Select sounds and instruments to demonstrate mood or message. Compose lyrics, three note melodies and rhythms using known notation. know that different sounds and how they are played can be used to represent different characters, emotions and moods. Know that the syllables of words can be used to make lyrics fit with the melody
LKS2 CYCLE A	improvise in response to a stimulus. Improvise singing and playing with given notes to create simple rhythmic patterns and melodic ideas. know to perform improvisations as 4 beat or 8 beat response to make responses sound complete.	record ideas using sign and symbols including graphic score, pitch and rhythm notation creating three note melodies. understand that combining rhythm and pitch can create rising and falling melodies.	contribute ideas with consideration of the structure (beginning, middle and end) and theme of the music. Demonstrate application of tempo, dynamics, texture. Combine rhythm and pitch to create three pitch melodies know that using the inter-related dimensions can help to tell the message of the piece. Know that combining rhythm and pitch notation gives us a melody
LKS2 CYCLE B	improvise body percussion, words, rhythmic and melodic patterns within an ensemble and as a conversation. know that finishing a melodic improvisation on the root note will help it to sound finished. Know that using the rhythm of words will help to improvise rhythms.	demonstrate increasing confidence in recording ideas using sign and symbols including graphic score and pitch and rhythm notation know that a pentatonic scale uses five pitches	contribute appropriate ideas expressing musical opinions for creating and improving work. Create melodies using the pentatonic scale in relation to a stimulus. Write lyrics and compose melodies for those lyrics using the pentatonic scale know that mixing up the duration of notes will help to make melodies sound interesting. Know that applying the inter-related dimensions of music can create effects in response to a stimulus.
UKS2 CYCLE A	improvise 8 beat rhythmic patterns and melodic patterns over an octave. Improvise over a drone with a sense of shape and steady pulse.	demonstrate increased confidence and accuracy using various forms of notation to record musical ideas.	explore and combine sounds with growing confidence, taking simple ideas to develop further in composition with satisfying structure. Develop rhythmic and melodic ideas of greater

	<p>know that improvising ideas first will allow me to create melodies I like.</p> <p>Know that improvisation is a big part of many genres of music, showing off the capabilities of the instrument. Know that improvisation can be used to communicate emotion.</p>	<p>know that when recording western notation, the time signature will tell me how many beats to place in each bar.</p>	<p>length and musical shape with consideration of the inter related dimensions. Compose music with several parts with consideration of harmony to evoke mood</p> <p>know that using contrast will help to structure a piece. Know that repeating a musical idea helps to develop the sound of the overall piece. Know that when creating polyrhythms, each rhythm needs to be different.</p>
UKS2 CYCLE B	<p>improvise and refine rhythms and melodic ideas over a drone or chord sequence demonstrating a sense of musical phrase. Improvise melodies using the notes of the chord and passing notes.</p> <p>know that repeating patterns and adding phrasing to improvisations creates a satisfying melodic shape. Know to use the notes of the chord when improvising a bassline.</p>	<p>combine rhythmic and pitch notation selecting the most appropriate notation to record musical ideas.</p> <p>know that using rhythmic variety and changes in pitch will help to make my piece sound interesting.</p>	<p>identify the strengths and areas for development in a piece and use this to refine work. Use more complex rhythmic notation and pitches over an octave to create melodies, chord sequences and bass lines. Create and structure music with multiple parts including chordal accompaniment, rhythmic accompaniment, melody and drone using key features of different genres</p> <p>understand that certain notes when performed together create different effects such as consonant and dissonant sounds. Know that intentionally combining the inter-related dimensions of music will create effect. Know that when writing melodies using repeating elements, equal length lines and using a shift in pitch will help to create memorable music</p>

Listening (skills / knowledge)

	Identify musical conventions and inter-related dimensions	Recognise sound & instruments
EYFS	<p>describe sound e.g. whistling, twinkly. Begin to react to changes in the music such as tempo or dynamics by explaining or moving.</p> <p>know that instruments can be played in different ways and this makes different sounds. Know that when the music changes speed (tempo) so does my movement. Know that music can be loud or quiet and fast or slow and this makes me feel differently.</p>	<p>begin to recognise classroom instruments. Listen to sound effects.</p> <p>know that sound effects can be used to show what a piece of music is about.</p>
KS1 CYCLE A	<p>begin to identify the sound with the intended message. Recognise changes in the music e.g. slower/faster, quieter/louder.</p>	<p>begin to recognise some instrumental sounds and name classroom instruments.</p>

	justify preference when listening to various styles of music and understand that other people may have different opinions. Begin to use music terminology to describe the changes e.g. the tempo got faster.	know that instruments are played differently e.g. hit, shaken and this produces different sounds
KS1 CYCLE B	begin to recognise how composers use music to tell the story or message of their piece. Recognise changes in tempo, dynamics and pitch. know the meaning of tempo, dynamics and pitch.	begin to recognise instruments aurally know that instruments are made of different materials and this creates different sounds (timbres)
LKS2 CYCLE A	begin to identify musical conventions being employed in a variety of pieces. Begin to identify how the inter-related dimensions of music are used to affect the mood and message of the piece. know that composers use the inter-related dimension to help to portray the message of the piece.	begin to recognise the sound of different sections of the orchestra and a variety of instruments within each section know that the orchestra is made up of different sections and families of instruments
LKS2 CYCLE B	begin to place music with guidance into historical context, e.g. Baroque, Classical, Romantic, 20th century or genre e.g. minimalist, samba. Identify specific inter-related dimensions of music in a variety of styles. know that different eras and genres have key features that help to define them.	aurally and by sight identify a variety of instruments know the role of different instruments within a genre e.g. the apito whistle is the role of the leader
UKS2 CYCLE A	develop an understanding of music across time and place. Use an increasing musical vocabulary to respond to music. know the features of different styles of music to justify placement	begin to recognise a broader range of ensembles and instruments relating to different styles of music know that instruments from different genres or eras have similarities in how they are played
UKS2 CYCLE B	place music within both time and place. understand that using my knowledge of musical conventions, instrumental knowledge and the inter-related dimensions will help me to confidently justify opinions of a variety of music	confidently recognise different orchestral instruments and instruments specific to a genre or era. understand why composers use certain instruments or sounds at different times to create effect

Performing (skills / knowledge)

	Technical Control	Notation	Ensemble Awareness	Communication & Audience
EYFS	distinguish between singing and speaking. Copy simple rhythm patterns using instruments, body sounds and the voice with an introduction to a steady pulse and pitch. know that when singing I move my voice higher and lower.	begin to follow symbols and images. know that 'ta' is one sound and 'titi' is two sounds	begin to start and stop together with others. know to watch and listen to others to start and stop together	explore sounds using instruments and voice, showing an awareness of tempo and dynamics know how to play different instruments e.g. shake, scrape, hit, blow

<p>KS1 CYCLE A</p>	<p>sing simple songs with an awareness of pitch and following visual direction (start, stop, loud, quiet). Play to a steady pulse. Play repeated rhythms and word pattern chants.</p> <p>know that the pulse is the steady beat of the music. Know that standing up tall with my shoulders back will help improve my singing.</p>	<p>begin to relate images to sounds. Follow pictures and symbols to guide singing and playing.</p> <p>know that images and symbols on a score show me when to play and when to stop.</p>	<p>follow simple performance indications for start, stop, gradually change dynamics.</p> <p>know that different hand signals tell me when and how to play or sing.</p>	<p>begin to control sounds demonstrating subtle changes, gradually louder, quieter, faster, slower</p> <p>know to make eye contact with my group and the audience when performing</p>
<p>KS1 CYCLE B</p>	<p>sing with developing control of pitch. Follow directions for dynamics and tempo when singing and playing. Find and perform the pulse with increasing success. Identify and mark beat groupings. Accompany singing with actions and body sounds in time with a steady pulse.</p> <p>know that listening to the starting pitch will help me to start and stay in tune. Know the meaning of dynamics and tempo. Know that the speed of the beat can change.</p>	<p>begin to relate simple graphic images to changes in sound. Recognise dot notation across three pitches. Perform rhythm patterns following stick notation</p> <p>know that if a symbol sits higher in space it represents a higher pitch.</p>	<p>demonstrate increased confidence when following musical directions given both aurally and through physical inflection.</p> <p>know when and how to play by following signals.</p>	<p>begin to control sounds with intention.</p> <p>be aware of the expectations when listening to others perform and when performing to an audience</p>
<p>LKS2 CYCLE A</p>	<p>sing with projection and clear diction over a greater range of pitches, leaping and stepping and accurately match the starting pitch. Perform with consideration to simple dynamic instructions. Play a simple rhythmic accompaniment or drone maintaining a steady pulse. Copy and perform melodies over three pitches.</p> <p>know that a drone is usually played on beat 1 and rings out for the other beats.</p>	<p>begin to recognise and perform from simple western notation symbols. Use the syllables of words to create rhythms.</p> <p>know the values of a crotchet, paired quavers and minims and understand that where they are placed on the staff shows the pitch.</p>	<p>begin to perform independently and in small groups.</p> <p>demonstrate an understanding of my own role within the ensemble. Know that playing to a steady pulse will help us to start, stop and stay together</p>	<p>develop confidence to perform as an individual and within a group</p> <p>know to watch others so that I know when to play.</p>

<p>LKS2 CYCLE B</p>	<p>sing with greater control of breath and awareness of dynamics. Pitch with increasing accuracy over a larger range including leaps and harmony. Play melodies and accompaniments across a small range of pitches. Accurately maintain an individual rhythm within a rhythmic performance.</p> <p>know when to breathe, developing an awareness of phrase.</p>	<p>confidently recognise and perform from simple western notation across a pentatonic scale. Follow rhythm grids accurately.</p> <p>understand that a neutral clef is used for untuned instruments. Know that rhythm grids can be performed in different ways to change the sound.</p>	<p>maintain own part within an ensemble. Perform in two or more parts.</p> <p>understand the importance of knowing how to start and finish a piece</p>	<p>show increased confidence and commitment when performing to an audience</p> <p>know that different styles of music should be performed in different ways</p>
<p>UKS2 CYCLE A</p>	<p>sing and play to convey mood and emotion to enhance the intended effect. Confidently match pitches across a wider range of notes, leaps, lengths and rhythmic complexity. Confidently demonstrate a secure sense of pulse when playing and singing in parts.</p> <p>know that the strong beat 1 of each bar will help me to play and sing in time</p>	<p>recognise and perform from an increasing range of western notation.</p> <p>understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. Understand the differences between 2/4, 3/4 and 4/4 time signatures. Understand how triads are formed.</p>	<p>lead others into a performance controlling the tempo of the pulse.</p> <p>know that eye contact during a performance will help us to stay in time and bring the piece together as a performance.</p>	<p>demonstrate increased confidence when performing, showing an awareness that a performance is an occasion</p> <p>know that a performance starts before we play/sing and finishes after so consideration of how we enter and exit affects the performance</p>
<p>UKS2 CYCLE B</p>	<p>demonstrate musicality in the control and production of sound using expression. Sing confidently with control and accurately match pitch across a range of notes; leaps, lengths and rhythmic complexity in unison, in parts and as a soloist. Confidently demonstrate a secure sense of pulse when singing and playing a variety of instruments fluidly in unison and within an ensemble in parts and different time signatures.</p> <p>know that how you use the inter-related dimensions when playing</p>	<p>select and perform with greater accuracy from graphic and western notation scores within an octave range.</p> <p>know and understand the differences between semibreves, minims, crotchets, quavers, semiquavers and their equivalent rests.</p>	<p>physically and aurally lead others in performance controlling the tempo, dynamics and pulse within an ensemble. Play as an ensemble in multiple parts.</p> <p>know how to self-correct when a performance goes wrong.</p>	<p>confidently perform considering style or message of the music.</p> <p>understand that the way the performance is represented to the audience influences the quality of the performance and the messages the music is trying to convey</p>

and singing helps to tell the message of the piece.

Vocabulary

EYFS	action band beat copy count fast high higher hit instrument listen loud louder low lower match movement note pattern perform play pulse quick quicker quiet quieter repeat rest rhythm scrape shake sing slide sound effect slow slower sound speak speed start stop tune voice volume
KS1 CYCLE A	adagio allegro chorus compose composer conductor crescendo decrescendo duet dynamics graphic score layer length melody opera pitch score soundscape stave tempo verse
KS1 CYCLE B	anthem baroque brass crotchet drone fall fanfare folk forte improvise lyrics notation orchestra paired quavers percussion performance piano posture presto rehearsal rise romantic round sea shanty strings texture unison woodwind
LKS2 CYCLE A	audience appraise bar bar line classical crotchet rest duration ensemble fortissimo glissando inter-related dimensions leaping medieval minim musical theatre pianissimo quartet rehearse scale semibreve stepping structure timbre time signature treble clef western notation
LKS2 CYCLE B	accelerando accompaniment accompany bass call and response cell chord clashing dotted note graphic notation groove harmonious harmony improvise legato major melodic shape mezzo forte mezzo piano minimalism minor moderato motif movement neutral clef notate octave off beat ostinato pentatonic scale polyphony polyrhythm quaver rallentando scattig solo swing time symphony technique
UKS2 CYCLE A	backing vocals bass line broken chords consonant dissonant flat fusion genre interval lead vocals mnemonics monophonic notation partner song phrase polyphonic polyrhythmic programmatic root note semiquavers semitone sharp staccato suspension ternary form triad walking bass line
UKS2 CYCLE B	accent ascending binary form break bridge chord sequence concerto contrast counter melody descending da capo diction introduction jingle key loop manipulate metronome passing note phrasing reel riff sustain syncopation tie tonic