

### **Music Progression of Skills, Knowledge and Vocabulary**

| <b>Listening and Evaluating</b>    | <b>Year 3/4</b>                                                                                                  | <b>Year 5/6</b>                                                                                                                     |
|------------------------------------|------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| <b>Responding to Music</b>         | Listen with attention to detail, focusing on specific musical features.                                          | Listen independently and notice a wider range of relevant musical features.                                                         |
|                                    | Begin to explain responses using musical features to support ideas and opinions.                                 | Explain responses using a range of musical features and personal experiences, justifying opinions in more depth.                    |
| <b>Appraising Music</b>            | Identify a wider range of instruments and their roles within a piece.                                            | Identify an increasing range of instruments and sounds and explain their function within music.                                     |
|                                    | Identify instruments heard in music selections.                                                                  | Describe unfamiliar instruments by comparison to known instruments and using appropriate adjectives.                                |
|                                    | Recognise simple patterns combining rhythm and pitch.                                                            | Consider how composers use rhythm and pitch to create mood and atmosphere.                                                          |
|                                    | Recognise and discuss changes in pitch.                                                                          | Understand how musical elements work together to create contrast, tension and mood.                                                 |
|                                    | Recognise and discuss changes in tempo.                                                                          | Give increasingly critical appraisals using appropriate musical vocabulary and reference to specific musical elements and sections. |
|                                    | Recognise and discuss changes in dynamics.                                                                       | Use musical vocabulary to describe music and its effect on the listener.                                                            |
|                                    | Share opinions based on specific aspects of the music.                                                           | Evaluate music in greater depth, explaining how musical elements influence the listener.                                            |
|                                    | Use some musical vocabulary when describing music.                                                               | Use increasingly precise and varied musical vocabulary.                                                                             |
| <b>Knowledge: Appraising Music</b> | Know that music can be described using pitch, rhythm, tempo and dynamics.                                        | Know that composers choose musical elements (e.g. tempo, dynamics, instrumentation) to create effects and moods.                    |
|                                    | Know that rhythm is created through sounds of different durations.                                               | Know a range of instruments and the roles they play within music.                                                                   |
|                                    | Know that contrast can be created through differences such as loud/quiet or fast/slow.                           | Know that different musical styles often follow different structures.                                                               |
|                                    |                                                                                                                  | Know that contrast is created through changing musical elements such as dynamics, tempo and instrumentation.                        |
| <b>Musical Context</b>             | Develop understanding of the history of a diverse range of music.                                                | Know that new musical styles develop from existing styles.                                                                          |
|                                    | Notice similarities and differences between music from different cultures and time periods.                      | Know that advances in music technology contribute to the development of new genres.                                                 |
|                                    | Know that music can be classified by genre, culture, historical period, purpose and mood.                        | Know that music is shaped by historical and social influences.                                                                      |
|                                    | Know that the way music is produced and shared has changed over time.                                            |                                                                                                                                     |
|                                    | Know that music from different cultures and historical periods sounds different because of its musical features. |                                                                                                                                     |

| Creating sound      | Year 3/4                                                                        | Year 5/6                                                              |
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| Singing Repertoire  | Competently sing songs with a range of five notes.                              | Competently sing songs with an octave pitch range.                    |
|                     | Begin to maintain a singing part within a group.                                | Maintain an independent singing part within an ensemble.              |
|                     | Sing songs where the melody moves in small steps.                               | Sing songs that include melodic leaps.                                |
|                     | Sing simple melodies built on repetition and call-and-response.                 | Sing melodies that follow a verse-chorus structure.                   |
|                     | Sing in a round whilst maintaining an independent part within a group.          | Sing in harmony, maintaining an independent part accurately.          |
| Singing Technique   | Consider volume (dynamics) when singing in a group.                             | Develop vocal technique to project the voice clearly and confidently. |
|                     | Actively try to match the correct pitch when singing.                           | Accurately pitch the voice across a broad range of songs.             |
|                     | Begin to recognise how posture improves singing.                                | Demonstrate correct posture when singing.                             |
|                     | Begin to sing clearly and pronounce words accurately.                           | Sing with consistent clarity, control and accurate articulation.      |
|                     | Use simple breathing techniques to support the voice.                           | Control breathing to sustain phrases and support tone quality.        |
| Instrumental Skills | Hold instruments and accessories correctly and with control.                    | Understand how different playing actions affect the sound produced.   |
|                     | Explore different techniques to create different sounds on the same instrument. | Select and justify appropriate instruments for a musical purpose.     |
|                     | Maintain a steady beat using an instrument.                                     | Maintain a beat whilst remaining aware of other musicians.            |
|                     | Adapt playing to be loud or quiet following a leader's direction.               | Adapt playing dynamics to create contrast and support mood.           |
|                     | Begin to play simple two-note chords.                                           | Begin to play simple chord patterns.                                  |
|                     | Begin to play simple melodies on an instrument.                                 | Play melodies fluently on an instrument.                              |

| Notation                        | Year 3/4                                                                                   | Year 5/6                                                                                                                |
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| Understanding Notation (Skills) | Read and create simple staff notation to represent pitch or rhythm.                        | Read and create different forms of notation, recognising how they represent musical elements such as pitch and rhythm.  |
|                                 |                                                                                            | Place notes on the staff to record simple musical ideas.                                                                |
| Representing Pitch (Skills)     | Work out the pitch of notes by counting up or down from a labelled starting note.          | Recognise some common notes on the staff by sight (e.g. middle C and nearby notes).                                     |
|                                 | Read and play simple melodies by following notes moving up and down the staff.             | Read and play simple melodies using staff notation within a limited pitch range (e.g. C-C).                             |
|                                 | Begin to recognise and notate notes C to G on the staff, with support.                     | Begin to place notes accurately on the staff to record musical ideas.                                                   |
| Representing Rhythm (Skills)    | Recognise common note values such as crotchets, paired quavers, minims and crotchet rests. | Recognise a wider range of note values including crotchets, paired quavers, minims, semibreves and corresponding rests. |
|                                 | Clap, play and read simple rhythmic patterns using these note values.                      | Clap, play and read rhythmic patterns using an extended range of note values.                                           |
|                                 | Use simple notation to record rhythmic patterns.                                           | Use notation to record rhythmic patterns using crotchets, paired quavers, minims, semibreves and rests.                 |

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|                                          | Use words or syllables to create and represent rhythmic patterns.                                | Apply notation more independently when recording and communicating musical ideas.                                 |
| <b>Knowledge: Understanding Notation</b> | Know that notation can be used to write down music that has been created.                        | Know that musicians use different types of notation for different purposes.                                       |
|                                          | Know that notation helps musicians perform music written by others.                              | Know that in staff notation a note shows both pitch and duration.                                                 |
|                                          | Know that musical ideas can be recorded in a variety of ways (stave, graphic score, technology). | Know that symbols and markings provide information about how music should be performed (e.g. tempo and dynamics). |
|                                          | Know that staff notation is a commonly used system for writing music.                            |                                                                                                                   |
| <b>Knowledge: Representing Pitch</b>     | Know that each position on the stave represents a different note name.                           | Know that middle C sits on a ledger line below the stave and helps musicians identify nearby notes.               |
|                                          | Know that notes moving up or down the stave indicate higher or lower pitch.                      |                                                                                                                   |
|                                          | Know that pitch can be represented in different ways.                                            |                                                                                                                   |
| <b>Knowledge: Representing Rhythm</b>    | Know that the shape of a note shows how long a sound lasts.                                      | Know that a semibreve lasts for four beats.                                                                       |
|                                          | Know that a crotchet lasts for one beat.                                                         | Know that a quaver rest represents half a beat of silence.                                                        |
|                                          | Know that a minim lasts for two beats.                                                           |                                                                                                                   |
|                                          | Know that a quaver lasts for half a beat (two quavers = one beat).                               |                                                                                                                   |
|                                          | Know that a crotchet rest lasts for one beat.                                                    |                                                                                                                   |
|                                          | Know that a minim rest lasts for two beats.                                                      |                                                                                                                   |

| <b>Improvising and Composing</b> | <b>Year 3/4</b>                                                                                                             | <b>Year 5/6</b>                                                                                       |
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| <b>Stimulus and Purpose</b>      | Improvise or compose short pieces that represent a stimulus, selecting sounds or instruments to match an idea or character. | Improvise or compose music to represent a stimulus and create a specific mood, atmosphere or message. |
| <b>Improvising</b>               | Begin to improvise using up to five pitches.                                                                                | Improvise melodies over an accompaniment or drone whilst keeping in time.                             |
|                                  | Improvise melodies over an accompaniment or drone.                                                                          | Explore a range of musical ideas before selecting one.                                                |
|                                  | Explore different ideas before selecting one.                                                                               | Confidently apply the inter-related dimensions of music and explain compositional choices.            |
|                                  | Begin to consider musical elements such as tempo, pitch and dynamics when improvising.                                      | Purposefully manipulate musical elements to create mood, atmosphere and effect.                       |
| <b>Composing</b>                 | Create short sequences of sound within given parameters (e.g. pentatonic scale, given rhythms).                             | Create musical ideas whilst carefully considering rhythm, pitch and notation.                         |
|                                  | Explore how musical elements can improve a piece or create contrast.                                                        | Make musical decisions to create different moods through choice of notes, tempo and dynamics.         |

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|                  | Begin to choose words that match a melody or rhythm, considering syllables. | Write lyrics to fit a melody, carefully matching syllables to rhythm.          |
|                  | Begin to develop a repeated melody within given parameters.                 | Confidently develop melodic ideas using a wider range of pitches and rhythms.  |
| <b>Structure</b> | Compose using a simple structure (e.g. beginning, middle and end).          | Consider the structure of a composition to reflect a particular musical style. |

| <b>Performing</b>             | <b>Year 3/4</b>                                                                                      | <b>Year 5/6</b>                                                                                                                  |
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| <b>Evaluating Performance</b> | Begin to offer constructive thoughts and opinions on peer performances.                              | Offer constructive thoughts and opinions on peer performances using musical vocabulary and reasoning.                            |
|                               | Reflect on their own performance and identify what went well.                                        | Evaluate performances by identifying strengths and suggesting next steps for improvement.                                        |
|                               | Begin to offer simple, constructive feedback relating to specific elements of a performance.         | Give balanced feedback relating to specific musical elements within a performance.                                               |
| <b>Timing</b>                 | Perform simple parts and keep a steady beat with support from a backing track.                       | Perform confidently and independently in time with a backing track or ensemble.                                                  |
| <b>Performance Awareness</b>  | Develop awareness of the difference between practice and performance.                                | Apply simple techniques to improve rehearsal and performance.                                                                    |
|                               | Begin to use body language and facial expressions to support a performance.                          | Perform with stage awareness, showing confidence, focus and engagement with an audience.                                         |
|                               | Begin to recognise suitable points to rejoin a performance if their place is lost.                   | Recover smoothly from mistakes whilst maintaining the flow of the performance.                                                   |
| <b>Ensemble Skills</b>        | Begin to maintain an individual part (e.g. bass, chords or melody) within a group.                   | Maintain an individual part confidently within a group performance.                                                              |
|                               | Follow cues from a leader or backing track to start or stop performing.                              | Recognise and respond to cues within a performance to enter, stop or change sections.                                            |
|                               | Begin to use simple non-verbal cues such as eye contact or nodding to coordinate group performances. | Use non-verbal communication confidently to coordinate ensemble performances, including signalling entries, endings and changes. |

| <b>Dimension</b>                | <b>Year 3/4</b>                                                                                 | <b>Year 5/6</b>                                                                                       |
|---------------------------------|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| <b>Dynamics</b>                 | Know that dynamics describe the volume of music and can change within a piece.                  | Know that changes in dynamics (e.g. crescendo and decrescendo) can create contrast and mood.          |
| <b>Rhythm</b>                   | Know that rhythm is created from patterns of long and short sounds and beats.                   | Know that rhythms can be organised into bars and different time signatures.                           |
| <b>Structure</b>                | Know that music can be organised into sections such as beginning, middle and end.               | Know that musical styles often follow particular structures (e.g. verse-chorus, theme and variation). |
| <b>Melody (including pitch)</b> | Know that melodies are made from sequences of pitches that move higher, lower or stay the same. | Know that melodic ideas can be repeated, developed or varied.                                         |

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| <b>Instrumentation</b> | Know that instruments belong to families and can have different roles within a piece of music. | Know that composers choose different instruments to create particular musical effects. |
| <b>Tempo</b>           | Know that tempo can change within a piece of music, becoming faster or slower.                 | Know that composers use changes in tempo to create contrast, tension or excitement.    |
| <b>Harmony</b>         | Know that harmony is created when two or more different notes are played together.             | Know that chords and harmony support melody and add depth to music.                    |

## Progression of Vocabulary

| Strand                             | Year 3/4 Vocabulary                                                                                                        | Year 5/6 Vocabulary                                                                                                                              |
|------------------------------------|----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Listening &amp; Appraising</b>  | pulse, beat, rhythm, pitch, tempo, dynamics, instrument, pattern, melody, mood, high, low, loud, quiet, composer, audience | melody, harmony, texture, timbre, instrumentation, structure, genre, style, atmosphere, contrast, tension, appraisal, evaluation, musical effect |
| <b>Singing</b>                     | melody, pitch, dynamics, breathing, posture, pulse, beat, round, call-and-response, singing part                           | harmony, octave, projection, articulation, phrasing, breath control, independent part, vocal technique, ensemble                                 |
| <b>Instrumental Performance</b>    | beater, body percussion, steady beat, melody, chord, loud, quiet, dynamics                                                 | fluency, accompaniment, chord pattern, pulse, ensemble, contrast, musical effect                                                                 |
| <b>Improvising</b>                 | improvise, idea, melody, rhythm, accompaniment, drone, pitch, dynamics, tempo                                              | stimulus, atmosphere, mood, message, musical choice, inter-related dimensions, melodic development, refinement                                   |
| <b>Composing</b>                   | compose, sequence, pattern, contrast, repetition, pentatonic scale, lyrics, syllables, structure, beginning-middle-end     | notation, melodic ideas, variation, development, phrase, structure, verse, chorus, composition, musical intention                                |
| <b>Performing &amp; Evaluating</b> | performance, rehearse, feedback, steady beat, cue, group performance, body language, facial expression                     | evaluation, constructive feedback, strengths, next steps, stage awareness, audience engagement, confidence, fluency                              |
| <b>Notation: Understanding</b>     | notation, stave, staff notation, note, pitch, rhythm                                                                       | staff notation, duration, musical markings, dynamic markings, tempo markings                                                                     |
| <b>Notation: Pitch</b>             | note names, C, D, E, F, G, higher, lower, ascending, descending                                                            | middle C, pitch range, melody, notation placement                                                                                                |
| <b>Notation: Rhythm</b>            | crotchet, minim, quaver, crotchet rest, minim rest, beat, pulse                                                            | semibreve, semibreve rest, quaver rest, bar, time signature, 3/4, 4/4                                                                            |
| <b>Dynamics</b>                    | dynamics, loud, quiet, louder, quieter                                                                                     | crescendo, decrescendo, contrast, expression                                                                                                     |
| <b>Rhythm</b>                      | pulse, beat, rhythm, pattern                                                                                               | bar, time signature, syncopation, rhythmic pattern                                                                                               |
| <b>Tempo</b>                       | tempo, fast, slow                                                                                                          | accelerando, ritardando, tension, excitement                                                                                                     |
| <b>Melody / Pitch</b>              | melody, pitch, higher, lower, same                                                                                         | melodic development, variation, interval                                                                                                         |
| <b>Harmony</b>                     | harmony, chord, accompaniment                                                                                              | harmony, chords, harmonic support                                                                                                                |
| <b>Structure</b>                   | beginning, middle, end, section                                                                                            | verse, chorus, theme and variation, musical form                                                                                                 |
| <b>Texture &amp; Timbre</b>        | sound, instrument family, role of instruments                                                                              | texture, timbre, tone colour, instrumentation, orchestration                                                                                     |
| <b>Musical Context</b>             | genre, culture, tradition, history, composer, musician, reggae, blues, Chinese music, Indian music                         | influence, historical context, social context, technology, musical development, EDM, electronic music, tradition                                 |

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| <b>End of KS2<br/>Core<br/>Vocabulary</b> |  | pulse, beat, rhythm, pitch, melody, tempo, dynamics, timbre, texture, structure, harmony, chord, accompaniment, notation, duration, time signature, bar, crescendo, decrescendo, genre, style, composer, improvisation, composition, ensemble, appraisal, evaluation, atmosphere, contrast, tension, instrumentation |
|-------------------------------------------|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|