



AQUEDUCT PRIMARY SCHOOL MUSIC PROGRESSION GRID KEY STAGE 1

AREAS OF LEARNING	SINGING	LISTENING	COMPOSING	MUSICIANSHIP
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Substantive and disciplinary knowledge
Substantive Knowledge
 Substantive knowledge in Music refers to the inter-related dimensions of music (rhythm, pulse, pitch, tempo, dynamics, timbre, metre and structure)
Disciplinary Knowledge
 This is the application and interpretation of substantive knowledge (the inter-related dimensions of music) through performance, composition, appreciation and understanding of the history of music.

END POINTS FOR THE END OF RECEPTION KEY STAGE ONE	<p>By the end of reception: Being Imaginative and Expressive ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher; • 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. <p>By the end of KSI: Pupils should be taught to:</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music
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YEAR GROUP	Areas of learning	SINGING	LISTENING	COMPOSING	MUSICIANSHIP	VOCABULARY THREAD OF VOCABULARY ESSENTIAL
RECEPTION		<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Introduce new songs gradually and repeat them regularly.</p> <p>Play pitch-matching games, humming or singing short phrases for children to copy.</p> <p>Sing call-and-response songs, so that children can echo phrases of songs you sing.</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Give children an insight into new musical worlds. Introduce them to different kinds of music from</p>	<p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Notice and encourage children to keep a steady beat, this may be whilst singing and tapping their knees, dancing to music, or making their own</p>	<p>PULSE/BEAT Notice and encourage children to keep a steady beat, this may be whilst singing and tapping their knees, dancing to music, or making their own music with instruments and sound makers.</p> <p>Play music with a pulse for children to move in time with and encourage them to respond to changes: they could jump when the music suddenly becomes louder, for example.</p>	<p>Pulse, rhythm, pitch melody</p>



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	<p>Sing slowly, so that children can listen to the words and the melody of the song.</p>	<p>across the globe, including traditional and folk music from Britain.</p>	<p>music with instruments and sound makers.</p> <p>Play movement and listening games that use different sounds for different movements. Suggestions: march to the sound of the drum or creep to the sound of the maraca.</p> <p>Model how to tap rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song.</p> <p>Play music with a pulse for children to move in time with and encourage them to respond to changes: they could jump when the music suddenly becomes louder, for example.</p> <p>Encourage children to create their own music.</p> <p>Invite musicians in to play music to children and talk about it.</p>	<p>Play movement and listening games that use different sounds for different movements. Suggestions: march to the sound of the drum or creep to the sound of the maraca.</p> <p>Rhythm Model how to tap rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song.</p> <p>Pitch Play pitch-matching games, humming or singing short phrases for children to copy.</p> <p>Use songs with and without words - children may pitch match more easily with sounds like 'ba'.</p>	
YEAR 1	<p>Sing songs with a pitch range of do-so with increasing vocal control.</p>	<p>Listening is enriched by developing pupils' shared knowledge and understanding</p>	<p>Improvise simple vocal chants, using question and answer phrases.</p>	<p>PULSE/BEAT Walk, move or clap a steady beat with others, changing the speed of</p>	<p>Pulse/ beat, rhythm,</p>



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	<p>Sing songs with a small pitch range (Rain, Rain go away) pitching accurately. Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing.</p>	<p>of the stories, origins, traditions and social context of the music they are listening to.</p> <p>Listening to recorded performances should be complimented by opportunities to experience live music making in and out of school (these could include listening to other year groups within the school).</p>	<p>Create musical sound effects and short sequences of sounds in response to stimuli (a rainstorm, a train journey). Combine sounds to make a story, choosing and playing musical instruments. Understand the difference between creating a rhythm pattern and a pitch pattern. Recognise how graphic notation can represent created sounds. Explore and invent own symbols.</p>	<p>the beats the tempo of the music changes. Use body percussion and class percussion to play repeated rhythm patterns. And short, pitched patterns on tuned instruments to maintain a steady beat. Respond to the pulse in recorded/live music through movement and dance, Rhythm Perform short copycat rhythm patterns accurately, led by the teacher. Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat. Perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips); create, retain and perform their own rhythm patterns. Pitch Listen to sounds in the local school environment, comparing high and low sounds. Sing familiar songs in both low and high voices and talk about the difference in sound. Explore percussion sounds to enhance storytelling, e.g. ascending xylophone notes to suggest Jack climbing the beanstalk, quiet sounds created on a rainstick/shakers to depict a shower. Follow pictures and symbols to guide singing and playing, e.g. 4 dots = 4 taps on the drum.</p>	<p>pitch, rap, improvise, compose, perform melody,</p> <p>bass guitar, drums, decks, singers, keyboard, percussion, trumpets, saxophones,</p> <p>classical Baroque Blues, Jazz Rock n Roll Pop Funk Disco</p>
YEAR 2	<p>Sing songs regularly with pitch range of do-so with increasing vocal control. Sing songs with a small pitch range (Rain, Rain go away) pitching accurately. Know the meaning of dynamics (loud/quiet) and tempo (fast/slow)</p>	<p>Listening is enriched by developing pupils' shared knowledge and understanding of the stories, origins, traditions and social context of the music they are listening to.</p> <p>Listening to recorded performances should be</p>	<p>Create pieces of music in response to non-musical stimulus (eg. Storm, traffic) Work with a partner to improvise simple question and answer phrases to be sung and played on untuned percussion.</p>	<p>PULSE/BEAT Understand that the speed of the beat can change, creating a faster or slower pace (tempo). Mark the beat of a listening piece by tapping or clapping and recognising tempo and changes in the tempo.</p>	<p>Pulse/ beat, rhythm, pitch, rap, improvise, compose, question and answer</p>



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		<p>and be able to demonstrate these when singing.</p>	<p>complimented by opportunities to experience live music making in and out of school (these could include listening to other year groups within the school).</p>	<p>Use graphic symbols (dot notation and stick notation) to keep a record of composed pieces. Use music technology (if available) to capture, change and combine sounds.</p>	<p>Walk in time to the beat of a piece of music or song. Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. Identify the beat groupings in familiar music that they sing regularly and listen to. Rhythm Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. Create rhythms using word phrases as a starting point. Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests. Create and perform their own chanted rhythm patterns with the same stick notation. Pitch Play a range of singing games based on the cuckoo interval matching voices accurately, supported by a leader playing the melody. Sing short phrases independently within a singing game or short song. Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low). Recognise dot notation and match it to 3-note tunes played on tuned percussion, for example:</p>	<p>perform melody, bass guitar, electric guitar drums, decks, singers, keyboard, percussion, trumpets, saxophones, glockenspiel classical Baroque Blues, Jazz Rock n Roll Pop Funk Disco Reggae</p>
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AQUEDUCT PRIMARY SCHOOL MUSIC PROGRESSION GRID KEY STAGE 2						
AREAS OF LEARNING	SINGING	LISTENING	COMPOSING	MUSICIANSHIP		
<p><u>Substantive and disciplinary knowledge</u></p> <p>Substantive Knowledge Substantive knowledge in Music refers to the inter-related dimensions of music (rhythm, pulse, pitch, tempo, dynamics, timbre, metre and structure)</p> <p>Disciplinary Knowledge This is the application and interpretation of substantive knowledge (the inter-related dimensions of music) through performance, composition, appreciation and understanding of the history of music.</p>						
<p>END POINTS FOR THE END OF KEY STAGE 2</p>		<p>By the end of KS2: Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music. 				
YEAR GROUP	Areas of learning	SINGING	LISTENING	COMPOSING	MUSICIANSHIP	VOCABULARY THREAD OF VOCABULARY ESSENTIAL
YEAR 3	.	Sing a widening range of unison songs of varying styles and structures with a pitch range of do-so (eg. Extreme weather) tunelessly and with expression.	Listening is enriched by developing pupils' shared knowledge and understanding of the stories, origins, traditions and social context of the music they are listening to.	<p>IMPROVISE Use voices, tuned and untuned percussion to create short 'on the spot' responses.</p> <p>Create music with a beginning, middle and</p>	<p>Play a tuned percussion or melodic instrument</p> <p>Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes (do, re, mi (CDE))</p>	<p>Pulse/ beat, rhythm, pitch</p> <p>Tempo (allegro(quick) adagio (slow))</p> <p>Dynamics</p> <p>Duration</p> <p>Texture</p> <p>melody,</p>



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		<p>Perform actions confidently and in time to a range of action songs (eg. Heads and shoulders).</p> <p>Perform as a choir in school assemblies.</p>	<p>Listening to recorded performances should be complimented by opportunities to experience live music making in and out of school (these could include listening to other year groups within the school).</p>	<p>end in response to stimuli.</p> <p>COMPOSE Combine rhythmic notation with risings and falling phrases using just 3 notes (do, re, mi (CDE))</p> <p>Compose song accompaniments on tuned and un-tuned percussion using known rhythms.</p>	<p>READING NOTATION Introduce the staff, lines and spaces, and clef. Use dot notation to show higher or lower pitch.</p> <p>Introduce and understand the differences between crotchets and paired quavers.</p>	<p>echo question and answer</p> <p>bass guitar, electric guitar drums, decks, singers, keyboard, percussion, trumpets, saxophones, glockenspiel</p> <p>classical</p>
<p>YEAR 4</p>		<p>Continue to sing a broad range of unison songs with the range of an octave (eg. One more day) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).</p> <p>Sing rounds and partner songs. In different time signatures (eg. Our dustbin) .</p> <p>Perform songs in school assemblies.</p>	<p>Listening is enriched by developing pupils' shared knowledge and understanding of the stories, origins, traditions and social context of the music they are listening to.</p> <p>Listening to recorded performances should be complimented by opportunities to experience live music making in and out of school (these could include listening to other year groups within the school).</p>	<p>IMPROVISE Improvise on a limited range of pitches instruments. Explore making smooth - legato and detached - staccato sounds.</p> <p>Begin to make compositional decisions about the overall structure when making a piece of music.</p> <p>COMPOSE Combine rhythmic notation with letter names to create pentatonic phrases.</p>	<p>Develop the basic skills of a selected musical instrument (ocarina) over a sustained learning period.</p> <p>Play and perform melodies following staff notation using a small range (middleC-G/do-so)</p> <p>READING NOTATION Introduce and understand the differences between minims, crotchets, paired quavers and rests.</p> <p>Read and perform pitch notation within a defined range (C-G/do-so)</p>	<p>Baroque Blues, Jazz Rock n Roll Pop Funk Disco Reggae</p> <p>Staff notation Stick notation Clef Crochet Quavers Scale Score Time signature</p>



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			<p>Children should begin to discuss stylistic features of different genres and express their opinions of them.</p>	<p>Compose simple pieces of music to create a mood or atmosphere.</p> <p>Record creative ideas using:</p> <ul style="list-style-type: none"> • Graphic symbols • Rhythm notation • Staff notation • Technology 	<p>Follow and perform simple rhythmic scores to a steady beat.</p>	
YEAR 5		<p>Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance.</p> <p>Sing three part rounds, partner songs with a verse and chorus.</p> <p>Perform a range of songs in school assemblies and in school performances.</p>	<p>Recognise and confidently discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary and explaining how these have developed over time.</p> <p>Compare, discuss and evaluate music using detailed musical vocabulary. Develop confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work</p>	<p>IMPROVISE Improvise freely over a drone using tuned percussion and melodic instruments.</p> <p>COMPOSE Compose melodies from pairs of phrases in c major or A minor.</p> <p>Compose music with the purpose to evoke a specific mood or atmosphere.</p> <p>Record creative ideas using:</p> <ul style="list-style-type: none"> • Graphic symbols • Rhythm notation • Staff notation • Technology 	<p>Play melodies on chosen musical instrument, following staff notation written on one stave and using notes within the middle C-C range.</p> <p>Understand how triads are formed and play them on tuned instruments. Perform simple chordal accompaniments to familiar songs.</p> <p>Develop the skill of 'playing by ear' copying longer phrases and familiar melodies.</p> <p>READING NOTATION Further understand the differences between semibreves, minims, crotchets and crochets</p>	<p>Elements of Music</p> <p>Tempo Pitch Dynamics Beat Duration Texture Timbre Rhythm Melody Structure Harmony Drone grove</p> <p>classical Baroque Blues, Jazz Rock n Roll Pop Funk Disco Reggae</p>



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				<p>Compose a short ternary piece of music.</p> <p>Capture and record creative ideas using any of the following:</p> <ul style="list-style-type: none"> • Graphic symbols • Rhythm notation and time signatures • Staff notation • Technology 	<p>rests, paired quavers and semiquavers.</p> <p>Read and perform pitch notation within an octave.</p>	<p>Staff notation</p> <p>Stick notation</p> <p>Clef</p> <p>Crochet</p> <p>Quavers</p> <p>minim</p> <p>Scale</p> <p>Score</p> <p>Time signature</p> <p>Major</p> <p>Minor</p> <p>Semibreve</p> <p>semiquavers</p>
YEAR 6	<p>Sing a broad range of songs that involve syncopated (playing off the beat) rhythms as part of a choir.</p> <p>Continue to sing three and four part rounds (eg Calypso by Jan Holdstock) .</p> <p>Perform a range of songs as a choir in school assemblies and school performances to a wider range of audiences.</p>	<p>Recognise and confidently discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary and explaining how these have developed over time.</p> <p>Discuss musical eras in context, identifying how that have influenced each other, and discussing the impact of different composers on the development of musical styles.</p>	<p>IMPROVISE</p> <p>Create music with multiple sections with elements of repetition and contrast.</p> <p>COMPOSE</p> <p>Understanding that music is created with a beat of 4 to create pieces of music using the pentatonic scale (musical scale with 5 notes)</p> <p>Play on tuned percussion and/or orchestral instruments.</p> <p>Compose a piece of ternary music using software and apps.</p>	<p>Play a melody following staff notation written on one staff and using notes within an octave range. Make decisions about dynamic range including very loud and very quiet.</p> <p>Engage with others through ensemble playing with pupils taking on melody or accompaniment roles.</p> <p>READING NOTATION</p> <p>Further understand the differences between semibreves, minims, crotchets and crochets rests, paired quavers and</p>		



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			<p><i>Confidently using detailed musical vocabulary (related to the inter related dimensions of music) to discuss and evaluate their own and others work</i></p>	<p><i>Represent the features of a piece of music using graphic notation and colours, justifying their choices with reference to musical vocabulary.</i></p> <p><i>Represent changes in pitch, dynamics and texture using graphic notation, justifying their choices with references to musical vocabulary</i></p>	<p><i>semiquavers and their equivalent rests.</i></p> <p><i>Further develop the skills to read and perform pitch notation within an octave.</i></p> <p><i>Read and play from notation a four-bar phrase, confidently identifying note names and durations.</i></p>	
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