

Music Progression of Skills, Knowledge and Understanding Dishforth Airfield Primary School

Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Sing Listen Clap Respond Like Dislike Tap Play	Practise Rehearse Perform Pitch Tuned Un-tuned Simple Percussion Instruments	Practise Rehearse Perform Pitch Pulse Rhythm Score Percussion Instruments Glockenspiel Audience Melody Dynamics Tempo	Melody Musicality Notes Simple staff notation	Notes Staff notation Crochet Quaver Pitch Tempo dynamics pentatonic scale unison	Control Melody Performance Diction Tuning	Control Fluency Accuracy Expression Melody Performance Diction Tuning Solo Ensemble

Listening and Appraising	EFYS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Key Stage 1		Key Stage 2			
	<ul style="list-style-type: none"> Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music 				<ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing aural memory 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 		
Key Objectives	<p>Learn to distinguish sounds that a selection of instruments makes.</p> <p>Learns to discriminate sounds created by the voice.</p> <p>Learns a repertoire of familiar musical scores and talks about how they make them feel.</p> <p>Learns to responds to music using body movements.</p>	<p>To know the term 'pulse' and understand that this is the heartbeat of a piece of music, which never stops</p> <p>To be able to internalise the pulse and, with support, reflect this through body movements (e.g. clapping, or marching)</p> <p>To know the term 'rhythm' and understand that rhythm is long and short sounds that happen over a steady beat.</p> <p>Begin to be able to identify rhythmic patterns found in speech</p> <p>To know the term 'pitch' and understand that pitch relates to high and low sounds</p>	<p>To know the term 'tempo' and understand that this is the speed of the pulse with in a piece of music</p> <p>To know the term 'dynamics' and understand that this refers to music getting louder, or quieter</p> <p>To be able to use simple musical language to describe the music being listened to</p> <p>To be able to offer simple feedback, when watching, or listening to a performance</p>	<p>Listen with increasing concentration to a variety of music from different styles, traditions and times, and begin to place the music in its historical context.</p> <p>To know the term 'texture' and understand that this term is used to describe the different layers of sound within a piece of music (i.e. one part, or two different parts)</p> <p>Continue to use correct musical language to describe the music you are listening to and your feelings towards it.</p>	<p>To know the term 'timbre' and understand that this term is used to describe the different musical tones produced by instruments (e.g. comparing string instruments to woodwind)</p> <p>To know the term 'structure' and understand that this term is used to describe the way in which a piece of music has been constructed (e.g. verse, chorus, verse)</p> <p>To understand that pulse, tempo, pitch, dynamics, timbre, structure and texture form the 'dimensions of music' and that these can be used to describe any type of music.</p>	<p>Listen with concentration to a variety of music from different styles, traditions and times and with support, place the music in its historical context.</p> <p>Confidently recognise different basic orchestral instruments and their sounds</p>	<p>Listen with concentration to a variety of musical pieces.</p> <p>Appraise with deeper understanding of the styles, genres and historical context.</p> <p>Compare genres, discussing similarities and differences using precise musical vocabulary.</p>
Outcomes	<p>Initiate new combinations of movement and gestures in order to express and respond to feelings, ideas and experiences</p> <p>Developing preferences for forms of expression</p> <p>Use movement to express feelings and in response to music</p>	<p>Children will listen to and appraise a wide variety of pop and musical theatre tracks.</p> <p>Children will start to identify different sounds within the music, listening for specific instruments.</p> <p>Children will discuss preferences and use specific vocabulary to do this.</p>	<p>Children will listen to and appraise a wide variety of genres.</p> <p>Children will start to identify specific instruments.</p> <p>Children will indicate music preferences noting the tempo and dynamics of a piece of music.</p>	<p>Children will listen to and appraise a wide variety of genres and begin to identify where the music originated from and from what time period.</p> <p>Children will be able to describe the texture and layers of a piece of music</p> <p>Children will indicate music preferences using correct musical language</p>	<p>Children will continue to listen to and appraise a wide variety of genres and begin to identify where the music originated from and from what time period.</p> <p>Children will be able to describe the structure of a piece of music including chorus etc.</p> <p>Children will indicate music preferences using correct musical language</p>	<p>Children will appraise a wide variety of pieces of music identifying with more precision the origins and historical context.</p> <p>Children will begin to identify individual instruments in more complex pieces.</p> <p>Children will indicate music preferences using correct musical language</p>	<p>Children will appraise a wide variety of pieces of music identifying with more precision the origins and historical context.</p> <p>Children will identify individual instruments in more complex pieces.</p> <p>Children will indicate music preferences using correct musical language</p>



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Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Sing Listen Clap Respond Like Dislike	Listen Like Dislike Rhythm Pitch	Audience Dynamics Tempo Preference	Audience Dynamics Tempo Preference Texture	Musical style Timbre Structure Dimensions of music Musical instruments	Appraising Syncopation Structure Melody Cover Pulse, Rhythm, Pitch Tempo Dynamics Timbre Texture Structure Dimensions Of Music Unison Harmony	Appraising Syncopation Structure Melody Cover Pulse, Rhythm, Pitch Tempo Dynamics Timbre Texture Structure Dimensions Of Music Unison Harmony	

Composing and Improvising	Key Stage 1	Key Stage 2	Key Stage 2	Key Stage 2	Key Stage 2	Key Stage 2
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music 		<ul style="list-style-type: none"> Improvise and compose music for a range of purposes using the inter-related dimensions of music 			
Key Objectives	Key Objectives	Key Objectives	Key Objectives	Key Objectives	Key Objectives	Key Objectives
<p>Learns how to create a variety of sound effects using voices and instruments (including self made).</p> <p>Learn that different materials create different sounds.</p> <p>Learns to perform songs to peers.</p>	<p>To know that to improvise is to make up simple rhythms and then be able to do this within the context of the song being covered</p> <p>To be able to improvise simple rhythmic patterns</p>	<p>To be able to create simple 'melodies' within the context of the song being learnt (up to three notes)</p> <p>To begin to be able to recognise the link between shape and pitch within graphic notations</p>	<p>Begin to create more complex tunes and melodies within the context of the song that is being learnt</p>	<p>Begin to recognise and musically demonstrate awareness of a link between shape and pitch by writing graphic notations of simple compositions or improvisations.</p>	<p>Confidently create own melodies within the context of the song that is being learnt.</p> <p>Start to choose, combine and organise patterns and musical ideas within musical structures and do this with understanding.</p>	<p>Build an improvisation on a pentatonic scale. Integrate a deeper knowledge of the interrelated dimensions of music ie how rhythm and tempo and dynamics are part of the creation.</p> <p>Choose, combine and organise patterns and musical ideas within musical structures and do this with understanding.</p>
Outcomes	Outcomes	Outcomes	Outcomes	Outcomes	Outcomes	Outcomes
<p>Building a repertoire of songs and dances</p> <p>Exploring the different sounds of instruments</p>	<p>Children can perform their own compositions to the rest of the class.</p> <p>Compositions will include simple rhythm created by body percussion or using percussion instruments</p>	<p>Children can perform their own compositions to the rest of the class.</p> <p>Compositions will include simple melodies using voice and instruments</p>	<p>Children can compose their own tunes using percussion instruments, recorders, glockenspiels and hand bells</p> <p>E D C F</p>	<p>Children can compose their own tunes using percussion instruments, recorders, glockenspiels and hand bells</p> <p>E D C F</p>	<p>Children can compose their own tunes using percussion instruments, Samba drums, glockenspiels and hand bells</p> <p>Include own lyrics in compositions.</p> <p>G D E A B</p>	<p>Children can compose their own tunes using percussion instruments, glockenspiels and hand bells</p> <p>Include own lyrics in compositions.</p> <p>A B C D E F G</p>
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Sing Listen Clap Respond Like Dislike	Pulse Rhythm Pitch Improvise Compose Perform	Pulse Rhythm Melody Perform Improvise Compose Pitch	Pulse Rhythm Pitch Perform Audience Improvise Dynamics Tempo Improvise Compose	Pulse Rhythm Pitch Perform Audience Improvise Dynamics Tempo Improvise Compose	Style Indicators Melody Compose Improvise Cover Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure Improvise Compose	Style Indicators Melody Compose Improvise Cover Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure Improvise Compose