

Music progression of Knowledge and Skills					
	Foundation	Year 1	Year 2	Year 3	Year 4
	Traditional songs Nursery rhymes Songs from around the world	Exploring songs What's that sound? March to the beat Peace at Last	Taking off - exploring pitch Find the Beat Carnival of the Animals Make that Sound	Untuned percussion Stomp! Notation + recorder Jazz Painting with Sound	Tuned percussion Indian composition Carillon Ten Pieces - Mars Ukelele
<b>Musical Understanding</b>		How sounds can be <b>made</b> and <b>changed</b>	How sounds can be <b>sequenced</b> (usually with one sound after another)	How sounds can be <b>combined</b> in <b>layers</b> (as well as sequenced one after the other)	How sounds can be <b>combined</b> in <b>layers</b> (as well as sequenced one after the other)
<b>Listening + Understanding</b>  <b>Dimensions of Music</b>	<b>Pitch:</b> respond to high and low sounds <b>Duration:</b> distinguish between steady beat and no beat; recognise long and short sounds <b>Dynamics:</b> respond to loud, quiet, silence <b>Tempo:</b> respond to fast and slow <b>Texture:</b> respond to one sound and to many sounds combined <b>Timbre:</b> explore and respond to a range of vocal, body, environmental and electronic sounds <b>Structure:</b> recognise and identify narratives; same and different	<b>Pitch:</b> recognise and respond to high and low sounds <b>Duration:</b> recognise and respond to steady beat in music heard and performed, and long and short sound patterns <b>Dynamics:</b> identify and respond to loud, quiet and silence <b>Tempo:</b> identify and respond to fast and slow <b>Texture:</b> recognise and respond to one sound and to many sounds combined <b>Timbre:</b> identify wooden, metal, skinned and electronic instruments and their properties by sound <b>Structure:</b> understand and identify musical echoes, repeating patterns, and beginning, middle, end	<b>Pitch:</b> recognise higher and lower sounds; respond to the overall shape of melodies <b>Duration:</b> distinguish between rhythm and beat; understand how rhythmic patterns fit to the beat <b>Dynamics:</b> begin to understand getting louder and quieter <b>Tempo:</b> begin to understand getting faster and slower <b>Texture:</b> recognise how different pieces use different layers of sound <b>Timbre:</b> identify the way sounds are made: blown, plucked, shaken, struck, vocalised, strummed, electronically produced <b>Structure:</b> understand and identify repetition and contrast including question and answer, A-B-A, and verse and chorus	<b>Pitch:</b> distinguish between steps, leaps and repeats in melodies; major and pentatonic scales <b>Duration:</b> consolidate understanding of how rhythmic patterns fit to the steady beat; begin to understand 2, 3 and 4 metre <b>Dynamics:</b> understand and identify getting louder and quieter <b>Tempo:</b> understand and identify getting faster and slower <b>Texture:</b> recognise the density of different textures <b>Timbre:</b> identify a range of non percussion instruments by name; distinguish between different ways of playing percussion instruments <b>Structure:</b> develop understanding of a range of repetition and contrast structures, including use of ostinati	<b>Pitch:</b> distinguish between steps, leaps and repeats in melodies; major and pentatonic scales <b>Duration:</b> consolidate understanding of how rhythmic patterns fit to the steady beat; begin to understand 2, 3 and 4 metre <b>Dynamics:</b> understand and identify getting louder and quieter <b>Tempo:</b> understand and identify getting faster and slower <b>Texture:</b> recognise the density of different textures <b>Timbre:</b> identify a range of non percussion instruments by name; distinguish between different ways of playing percussion instruments <b>Structure:</b> develop understanding of a range of repetition and contrast structures, including use of ostinati
<b>Controlling</b>	Show vocal shape when singing relative to speaking voice Begin to develop control of diction and dynamics when speaking, singing songs and chanting Enjoy singing familiar	Control vocal pitching (use C-A' as a guide) Develop control of diction and dynamics when speaking, singing songs and chanting Build and develop rhythmic and melodic memory through	Extend accuracy of vocal range (use C-C' as a guide) Develop expressive effect and quality of sound when speaking, singing songs and chanting through increased control of diction, dynamics and tern	Extend accuracy of vocal range (use low A-C as a guide) Continue to develop expressive effect and quality of sound when singing through increased control of diction, dynamics and tempi Sing rounds and partner songs, maintaining accuracy of pitch	Extend accuracy of vocal range (use low A-C as a guide) Continue to develop expressive effect and quality of sound when singing through increased control of diction, dynamics and tempi Sing rounds and partner songs, maintaining accuracy of pitch

	<p>nursery and action songs from memory</p> <p>Use body sounds</p> <p>Begin to control playing techniques on a limited range of appropriate percussion, using identified words in songs or poems as aural signals</p> <p>Maintain steady beat using body percussion or by copying simple word rhythm patterns</p> <p>i Sing and play in time within a group, starting and stopping together, following teacher directions for rehearsing and performing</p>	<p>extending repertoire of songs, rhymes and chants</p> <p>Use body sounds</p> <p>Use dominant hand with untuned percussion; begin to use correct tuned percussion techniques</p> <p>Maintain a steady beat on untuned percussion instruments; copy simple rhythm patterns</p> <p>Take account of musical instructions when rehearsing and performing</p> <p>Rehearse and perform individually, in pairs and as a class</p>	<p>Sing songs with simple patterns as accompaniments</p> <p>Demonstrate accuracy and control of technique on an appropriate range of tuned and untuned percussion</p> <p>Perform simple patterns and accompaniments keeping to a steady pulse, including ostinati</p> <p>Follow hand and eye signals to direct and lead</p> <p>Improve their own work</p> <p>Rehearse and perform individually, in pairs, small groups and as a class</p>	<p>Demonstrate accuracy and control of technique on full range of untuned percussion and begin to use classroom keyboards and own instruments</p> <p>Practise use of two beaters on tuned percussion Maintain steady beat, and copy and match rhythm patterns in 2, 3 and 4 metre</p> <p>Use and follow hand and eye signals to direct and lead</p> <p>Improve their own work</p> <p>Rehearse and perform individually, in pairs, groups and as a class with increasing awareness of balance</p>	<p>Demonstrate accuracy and control of technique on full range of untuned percussion and begin to use classroom keyboards and own instruments</p> <p>Practise use of two beaters on tuned percussion Maintain steady beat, and copy and match rhythm patterns in 2, 3 and 4 metre</p> <p>Use and follow hand and eye signals to direct and lead</p> <p>Improve their own work</p> <p>Rehearse and perform individually, in pairs, groups and as a class with increasing awareness of balance</p>
<b>Creating</b>	<p>Explore and enjoy how sounds can be made</p> <p>Compose sound effects for simple descriptive ideas</p>	<p>Explore and enjoy how sounds can be made and changed</p> <p>Create and choose sounds in response to a range of given starting points</p>	<p>Explore and enjoy how sounds can be made, changed, and Listen to create musical patterns</p> <p>Structure sounds in an order appropriate to a specific purpose in response to given starting points</p> <p>Compose accompaniments to songs using a repertoire of known rhythms</p>	<p>Explore the way sounds can be combined and used expressively</p> <p>Improvise short repeated rhythmic patterns, building a repertoire of patterns and sequences</p> <p>Begin to combine layers of sound with awareness of the combined effect</p> <p>Experiment with capturing, repeating and re-ordering sound patterns and sections of music</p>	<p>Explore the way sounds can be combined and used expressively</p> <p>Improvise longer repeated rhythmic patterns, building a repertoire of patterns and sequences</p> <p>Combine layers of sound with awareness of the combined effect</p> <p>Use melodies and accompaniments including drones, ostinati and layers</p> <p>Experiment with capturing, repeating and re-ordering sound patterns and sections of pieces</p>
<b>Responding and reviewing</b>	<p>Respond to changes in mood and character within pieces of music through movement, dance and art work</p> <p>Discuss sounds they have made and heard using descriptive words</p> <p>Improve their own work</p>	<p>Respond to changes in mood and character within pieces of music through movement, dance and art work</p> <p>Build an appropriate musical vocabulary and use when talking about music and developing the ability to</p>	<p>Respond to changes in mood and character within pieces of music through movement, dance and art work</p> <p>Build an appropriate musical vocabulary and use when talking about music and developing the</p>	<p>Compare and contrast music heard and performed with an awareness of the music's context and purpose</p> <p>Use a variety of art forms to respond to character, mood and other Dimensions of music</p> <p>Build an appropriate musical vocabulary and use when talking</p>	<p>Compare and contrast music heard and performed with an awareness of the music's context and purpose</p> <p>Use a variety of art forms to respond to character, mood and other Dimensions of music</p> <p>Build an appropriate musical vocabulary and use when talking</p>

		express an aesthetic response  Improve their own work	ability to express an aesthetic response  Improve their own work	about music and developing the ability to express an aesthetic response  Improve their own and others' work with an awareness of the music's context and purpose	about music and developing the ability to express an aesthetic response  Improve their own and others' work with an awareness of the music's context and purpose
Applying understanding	Recognise that musical Dimensions can be used for different purposes Recognise that sounds can be made in different ways, eg: sung, body, instrumental, environmental, electronic Recognise that musical ideas linked to the Dimensions can be represented by signs and symbols, including 3D objects	Identify how musical Dimensions can be organised and used expressively within simple structures Identify how sounds can be made in different ways, eg: sung, body, instrumental, environmental, electronic Develop own signs or symbols for musical ideas linked to understanding of Dimensions	Identify how combined musical Dimensions can be used expressively within movement simple structures dance Identify how the choice of sound source can contribute towards the environment mood or effect in the music heard or performed Use and explore a variety of signs or symbols linked to understanding of Dimensions to communicate own musical ideas	Identify how combinations of Dimensions are used in a variety of musical styles, and to communicate musical effects Identify different families of instruments and their qualities Use and explore notations which are linked to understanding of Dimensions to communicate own musical ideas, including relative pitch Identify composers' intent in music heard and performed Identify how music is produced in different ways including the use of ICT	