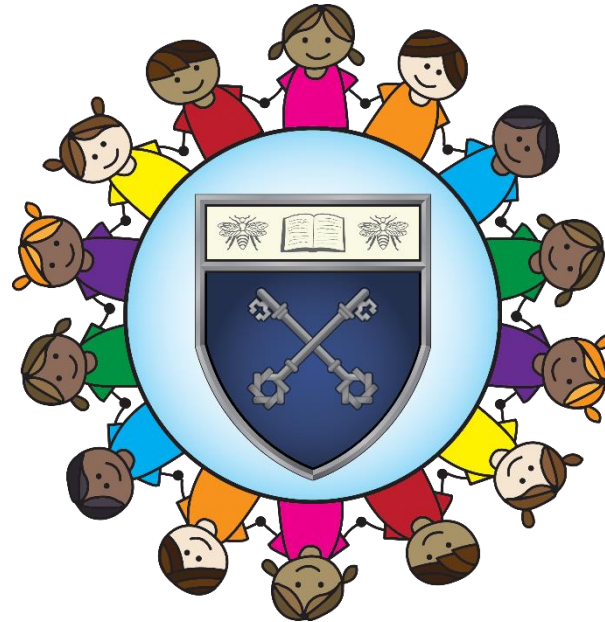


Music Curriculum



Substantive and Disciplinary
Knowledge Progression Map



Substantive Knowledge

Substantive Concepts I can	Year 3	Year 4	Year 5	Year 6
Singing	<p>Sing with some expression and a growing sense of pitch</p> <p>Sing canons, rounds and other partner songs with some support</p>	<p>Sing with expression, good diction and mostly accurate tuning.</p> <p>Sing canons, rounds and other partner songs with growing independence</p>	<p>Sing a broad range of songs with clear diction, accurate tuning and control of breathing and phrasing.</p> <p>Sing songs and speak chants and rhymes in unison and 2/3 parts.</p>	<p>Sing with clear diction, accurate tuning, control of breathing and phrasing and an awareness of style.</p> <p>Sing songs and speak chants and rhymes in unison and 2/3 parts showing an awareness of how the parts fit together.</p>
Listening	<p>Listen with some concentration to a range of live and recorded music and describe how the inter-related dimensions are used to create different moods and effects.</p> <p>Listen to different instrumental families.</p> <p>Begin to use the vocabulary of dynamics and tempo when I am talking about music.</p>	<p>Listen with growing concentration to a range of live and recorded music and describe how the inter-related dimensions are used to create different moods and effects.</p> <p>Listen to different instrumental families and am beginning to recognise them by sound.</p> <p>Begin to use the vocabulary of the inter-related dimensions when I am talking about music.</p>	<p>Listen with growing concentration to a range of live and recorded music and describe how the inter-related dimensions are used to create different moods and effects using appropriate musical vocabulary.</p> <p>Recognise (visually and aurally) and name a growing number of individual instruments within instrumental families.</p>	<p>listen with growing concentration to a range of live and recorded music and compare pieces of music using appropriate musical vocabulary.</p> <p>Recognise (visually and aurally) and name a growing number of individual instruments within instrumental families.</p>
Composing	<p>Improvise and compose simple rhythmic patterns on untuned percussion using</p>	<p>Improvise and compose within given parameters e.g. create a simple melody using</p>	<p>Improvise and compose within given parameters e.g.</p>	<p>Improvise and compose within given parameters e.g.</p>

	<p>known notes: crotchets, paired quavers and rests.</p> <p>Record my compositions in a variety of ways (e.g. graphic notation, rhythm notation, music technology).</p>	<p>a small range of notes, or create a rhythm using crotchets, paired quavers, minims and rests.</p> <p>Record my compositions in a variety of ways (e.g. graphic notation, rhythm notation, music technology).</p>	<p>Improvise freely over a simple groove, or create a simple melody using a given range of notes.</p> <p>Record my compositions in a variety of ways (e.g. graphic symbols, rhythm notation, staff notation and music technology.)</p>	<p>Improvise freely over a simple groove, or create a simple melody using a given range of notes, and consider how to structure my compositions.</p> <p>Record my compositions in a variety of ways with increasing detail (e.g. graphic symbols, rhythm notation, staff notation and music technology.)</p> <p>Reflect on and refine my work.</p>
Performing	<p>Keep a steady beat on an instrument.</p> <p>Clap or tap an ostinato (repeating rhythm).</p> <p>Begin to understand the difference between pulse and rhythm.</p> <p>Read and clap/tap a 4 beat rhythm pattern consisting of crotchets, paired quavers and crotchets rests.</p> <p>Play simple melodic phrases using a small number of notes.</p>	<p>Choose and maintain an appropriate pulse.</p> <p>Maintain an ostinato part (repeating rhythm) on percussion instruments, keeping to the pulse.</p> <p>Identify the pulse and the rhythm</p> <p>Read and clap/tap a 4-beat rhythm pattern consisting of known notes: crotchets, paired quavers, minims and crotchets rests.</p> <p>Play a simple melody on a tuned instrument.</p>	<p>Play a rhythmic pattern or melody and maintain it as part of a multi-layered ensemble piece, beginning to show an awareness of how the parts fit together.</p> <p>Read and clap/tap a 2, 3 or 4-beat rhythm pattern consisting of known notes: crotchets, paired quavers, minims, semiquavers, semibreves and crotchet rests.</p> <p>Experience reading music on staff notation.</p>	<p>Play a rhythmic pattern or melody and maintain it as part of a multi-layered ensemble piece, keeping a strong sense of pulse.</p> <p>Read and clap/tap more complex rhythm patterns consisting of known notes: crotchets, paired quavers, minims, semiquavers, semibreves and crotchet rests.</p> <p>Increasingly understand the stave and can read short phrases with support.</p> <p>Play and perform in solo/ensemble contexts, playing and singing with</p>

			Play and perform in solo/ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression.	increasing accuracy, fluency, control and expression.
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Disciplinary Knowledge

Disciplinary Knowledge Know how to...	Year 3	Year 4	Year 5	Year 6
Singing	<p>Sing a widening range of unison songs of varying styles and structures, tunefully and with expression.</p> <p>Perform actions and body percussion confidently and in time to a range of action songs</p> <p>Experience singing canons, simple rounds and other partner songs.</p> <p>Show control of dynamics and tempo when singing and playing, following physical and written symbols: dynamics – p f (loud/soft); tempo – allegro, adagio (fast/slow)</p>	<p>Continue to sing a broad range of unison songs within an appropriate vocal range with clear diction, mostly accurate tuning and control of breathing.</p> <p>Sing canons, rounds and other partner songs with increased control.</p> <p>Show control of dynamics, tempo and articulation when singing and playing, following physical signals and written symbols: (p f < > crescendo, decrescendo, accelerando, rallentando, staccato, legato)</p>	<p>Sing within an appropriate vocal range with clear diction, accurate tuning, control of breathing and phrasing and communicating an awareness of style.</p> <p>Sing three-part rounds, partner songs, and songs with different structures and begin to show an awareness of how the parts fit together.</p> <p>Confidently and appropriately make use of dynamics, tempo and articulation when performing, following physical signals and written symbols (pp p mp mf f ff < > accelerando, rallentando, staccato, legato)</p>	<p>Sing a broad range of songs within an appropriate vocal range, with clear diction, accurate tuning, control of breathing and phrasing and communicating an awareness of style.</p> <p>Sing three and four part rounds and simple harmony lines, showing an awareness of how the parts fit together.</p> <p>Refine use of dynamics, tempo and articulation when performing, following physical signals and written symbols (pp p mp mf f ff < > accelerando, rallentando, staccato, legato).</p>
Listening	<p>Listen with increasing concentration and recognise how the inter-related dimensions of music can be used to create different moods and effects.</p>	<p>Listen with increasing concentration and describe how the inter-related dimensions of music can be used to create different moods and effects.</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Appreciate and understand a wide range of live and</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Appreciate and understand a wide range of live and</p>

	<p>Appreciate and understand a growing range of live and recorded music drawn from different traditions and historical periods and from great composers and musicians.</p> <p>Recognise the different instrumental families when watching musical performances and begin to recognise the sounds they make.</p>	<p>Appreciate and understand a growing range of live and recorded music drawn from different traditions and historical periods and from great composers and musicians.</p> <p>Recognise the different instrumental families when watching musical performances and begin to recognise the sounds they make.</p> <p>When listening to music, recognise the difference between major and minor.</p>	<p>recorded music drawn from different traditions and historical periods and from great composers and musicians.</p> <p>Recognise and name a growing number of individual instruments within instrumental families.</p> <p>Describe, compare and evaluate different pieces of music using appropriate musical vocabulary.</p> <p>Begin to relate music across time to other factors e.g. world events and develop idea of a musical timeline.</p>	<p>recorded music drawn from different traditions and historical periods and from great composers and musicians.</p> <p>Recognise and name a growing number of individual instruments within instrumental families.</p> <p>Describe, compare and evaluate different pieces of music using appropriate musical vocabulary.</p> <p>Begin to relate music across time to other factors e.g. world events and develop idea of a musical timeline.</p>
Composing	<p>Improvise (using voices and tuned/untuned instruments), inventing short 'on-the-spot' responses and using a given note-range (where appropriate).</p> <p>Compose in response to different stimuli, e.g. stories, images and musical sources, thoughtfully using the inter-related dimensions of music to create specific effects and atmospheres, and record using standard and graphic notation.</p> <p>Structure musical ideas to create music that has a beginning, middle and end.</p>	<p>Become more skilled in improvising on a given note range (using voice, body percussion and instruments).</p> <p>Use improvisations within more structured composition work</p> <p>Compose in response to different stimuli, e.g. stories, images and musical sources, thoughtfully using the inter-related dimensions of music to create specific effects and atmospheres, and record using standard and graphic notation.</p>	<p>Improvise freely, (e.g. over a simple groove), responding to the beat, developing a sense of shape and character, (using voice, body percussion and instruments).</p> <p>Compose music for a range of purposes, confidently and appropriately using the inter-related dimensions of music to create specific effects, moods, atmospheres and ideas.</p> <p>Plan and compose an 8 beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this</p>	<p>Continue to improvise freely, responding to the beat, developing a sense of shape and character, (using voice, body percussion and instruments).</p> <p>Compose music for a range of purposes, confidently and appropriately using the inter-related dimensions of music to create specific effects, moods, atmospheres and ideas.</p> <p>Explore the difference between major and minor by using 5 note set starting on C (major) or D (minor); compose simple question and</p>

	<p>Begin to compose simple rhythmic patterns and song accompaniments on untuned percussion using crotchets (walk), paired quavers (jogging), minims (stride) and crotchet rests.</p> <p>Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes.</p> <p>Explore and develop using Music Technology (where available) to capture, change and combine sounds.</p>	<p>Structure musical ideas to create music that has a beginning, middle and end.</p> <p>Compose rhythmic patterns using crotchets, paired quavers, minims and crotchet rests to create sequences of 2-, 3- or 4-beat phrases.</p> <p>Combine known rhythmic notation with letter names to create short phrases using a limited range of pitches appropriate to the instrument.</p> <p>Explore and develop using Music Technology (available) to capture, change and combine sounds.</p> <p>Make improvements to own work, giving reasons for changes made.</p>	<p>melody on tuned percussion and/or melodic instruments.</p> <p>Combine short compositions to create a class piece, exploring different structures</p> <p>Capture and record creative ideas in different ways e.g.: graphic symbols, rhythm notation, staff notation and music technology.</p> <p>Make improvements to my own work, giving reasons using appropriate musical vocabulary.</p>	<p>answer phrases using the note set and play on tuned percussion and/or melodic instruments.</p> <p>Capture and record creative ideas in different ways e.g.: graphic symbols, rhythm notation, staff notation and music technology.</p> <p>Make improvements to my own work, giving reasons using appropriate musical vocabulary.</p>
<p>Performing</p>	<p>Pulse & Rhythm</p> <ul style="list-style-type: none"> • Find and maintain the pulse of a piece of music using body percussion and instruments, responding to changes in tempo (speed.) • Understand the difference between pulse and rhythm. • Apply word chants to rhythms, understanding how to link each syllable to one musical note • Identify patterns of one and two sounds per beat plus rests (i.e. crotchets/paired 	<p>Pulse & Rhythm</p> <ul style="list-style-type: none"> • Confidently identify patterns of one and two sounds per beat plus rests and two beat sounds (i.e. crotchets/paired quavers/rests/minims) and use rhythm names (walk/jogging/rest/stride.) • Maintain an ostinato part (repeating rhythm), keeping to the pulse, with 2 or more layers of rhythms; follow rhythmic scores to support playing. 	<p>Pulse and Rhythm</p> <ul style="list-style-type: none"> • Play or sing a rhythmic pattern or melody and maintain it as part of a multi-layered ensemble piece, keeping a strong sense of pulse <p>Pitch</p> <ul style="list-style-type: none"> • Play melodies and/or a bassline on tuned percussion or melodic instruments, following staff notation with developing control. 	<p>Pulse and Rhythm</p> <ul style="list-style-type: none"> • Confidently play or sing a rhythmic pattern or melody and maintain it as part of a multi-layered ensemble piece, keeping a strong sense of pulse. <p>Pitch</p> <ul style="list-style-type: none"> • Play melodies and/or a bassline on tuned percussion or melodic instruments, following staff notation with increasing control.

	<p>quavers/rests) and use rhythm names (walk/jogging/rest.)</p> <ul style="list-style-type: none"> • Play simple ostinato parts (repeating rhythms) on percussion instruments to accompany music and songs. <p>Pitch</p> <ul style="list-style-type: none"> • Play simple melodic patterns using a small number of notes, following dot notation. • Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes. <p>Reading Notation</p> <ul style="list-style-type: none"> • Recognise the symbols for crotchets, quavers and crotchet rests. • Read and clap/tap a 4 beat pattern (e.g. from a flashcard) that contains crotchets, quavers and crotchet rests. • Use dot notation to show higher or lower pitch with greater confidence. <p>Performing</p> <ul style="list-style-type: none"> • Rehearse and perform with others, beginning to show an awareness of the audience. 	<p>Pitch</p> <ul style="list-style-type: none"> • Play and perform simple melodies using a small range of notes, beginning to follow staff notation. • Maintain an independent part when singing or playing in two parts e.g. ostinato, drone, partner songs. • Copy short melodic phrases using a small number of notes, recognising pitch changes by ear <p>Reading notation</p> <ul style="list-style-type: none"> • Recognise the symbols for minims, crotchets, quavers and crotchet rests. • Read and clap/tap a 4 beat pattern (e.g. from a flashcard) that contains minims, crotchets, quavers and crotchet rests. • Introduce the stave, lines and spaces, and clef. <p>Performing</p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression. 	<ul style="list-style-type: none"> • Understand how chords are formed, and collaboratively play them on tuned percussion or melodic instruments, or using music software, to accompany familiar songs. • Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies. <p>Reading Notation</p> <ul style="list-style-type: none"> • Begin to understand the differences between semibreves, minims, crotchets and crotchet rests, quavers and semiquavers. • Understand the differences between 2/4, 3/4 and 4/4 time signatures. • Read and play short rhythmic phrases (e.g. from a flashcard) that contains semibreves, minims, crotchets and crotchet rests, quavers and semiquavers. • Follow pitch notation on the stave with developing control. <p>Performing</p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression. • Conform to the etiquette of performance situations as a musician and as an audience member. 	<ul style="list-style-type: none"> • Accompany melodies using block chords using tuned percussion or melodic instruments, or using music software. • Further develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies. <p>Reading Notation</p> <ul style="list-style-type: none"> • Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and begin to understand their equivalent rests where appropriate. • Further understand the differences between 2/4, 3/4 and 4/4 time signatures. • Read and play confidently from rhythm flashcards that contain known rhythms/ notes. • Further develop the skills to read and perform pitch notation. <p>Performing</p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression. • Conform to the etiquette of performance situations as a musician and as an audience member.
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