



Shustoke C of E Primary School

Curriculum Progression: Music Knowledge and Skills



	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
TECHNICAL KNOWLEDGE AND SKILLS							
Singing	Nativity On-Going Rhymes & Songs	Harvest Nativity Action Songs	Harvest Nativity Songs from Africa	Harvest Nativity	Harvest Carol Service Easter	Harvest Carol Service Musical	Harvest Remembrance Carol Service Musical
	<ul style="list-style-type: none"> ○ <i>The voice is used to sing.</i> 	<ul style="list-style-type: none"> ○ <i>Some songs have verses and a chorus.</i> ○ <i>Pitch is how high or low a note is.</i> 	<ul style="list-style-type: none"> ○ <i>Some songs use call and response.</i> ○ <i>Dynamics are how loud or soft music.</i> 	<ul style="list-style-type: none"> ○ <i>An ostinato adds a layer to a melody in a song.</i> ○ <i>Dynamics help groups of singers blend their voices together.</i> 	<ul style="list-style-type: none"> ○ <i>A round is a song where two or more groups sing the same melody at different times.</i> ○ <i>Diction makes sure the words of a song are clear.</i> 	<ul style="list-style-type: none"> ○ <i>Syncopation has the emphasis on the offbeat.</i> ○ <i>Good singers use breathing to sing phrases.</i> 	<ul style="list-style-type: none"> ○ <i>A partner song is when two different melodies are sung at the same time.</i> ○ <i>Singing with expression helps a singer show emotion.</i>
	<ul style="list-style-type: none"> • Sing well-known rhymes / songs in a group or alone. • Start and stop following a leader's signals when singing. <p>ELG:</p> <ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and songs. 	<ul style="list-style-type: none"> • Sing simple songs from memory that contain verses and choruses in unison. • Sing melodies with some awareness of pitch. • Demonstrate a good singing posture. 	<ul style="list-style-type: none"> • Sing simple songs from memory with different structures in unison e.g. call and response, verse and chorus, • Sing melodies from memory at the accurate pitch. • Sing <i>forte</i> (loud) and <i>piano</i> (soft) in response to direction. 	<ul style="list-style-type: none"> • Sing songs including an ostinato from memory as part of a group. • Match volume of singing to others in the group. • Sing with dynamics: <i>forte</i> (loud), <i>crescendo</i> (getting louder), <i>piano</i> (soft) and <i>decrescendo</i> (getting softer). 	<ul style="list-style-type: none"> • Sing songs including rounds from memory as part of a group. • Maintain own part in a round. • Sing with dynamics: <i>forte</i> (loud), <i>crescendo</i> (getting louder), <i>piano</i> (soft) and <i>decrescendo</i> (getting softer) and diction. 	<ul style="list-style-type: none"> • Sing a range of songs including syncopated rhythms from memory. • Sing with dynamics, diction and breathing at appropriate times. 	<ul style="list-style-type: none"> • Sing songs including partner songs from memory. • Maintain own part in a partner song. • Sing with dynamics, clear diction, accurate pitch, control of breathing and appropriate expression.
Playing Instruments	Percussion	Percussion	Ocarina	Ukulele	Ukulele	Keyboard	Keyboard
	<ul style="list-style-type: none"> ○ <i>Musicians strike, shake and scrape percussion instruments.</i> 	<ul style="list-style-type: none"> ○ <i>A steady beat can be clapped, tapped or played on percussion instruments.</i> ○ <i>A tambourine, a maraca and a drum are</i> 	<ul style="list-style-type: none"> ○ <i>An ocarina is a wind instrument.</i> ○ <i>The pitch of notes is changed by covering holes on a wind instrument.</i> 	<ul style="list-style-type: none"> ○ <i>A ukulele is a string instrument.</i> ○ <i>A ukulele has four strings called G string, C string, E string and A string.</i> 		<ul style="list-style-type: none"> ○ <i>A keyboard a tuned percussion instrument.</i> ○ <i>Each key on a keyboard makes a different note.</i> ○ <i>Stave notation uses lines and</i> 	<ul style="list-style-type: none"> ○ <i>Keyboard players use both hands at the same time.</i> ○ <i>Backing rhythms can be added when playing a keyboard.</i>



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Using Music Technology		<i>percussion instruments.</i>		<ul style="list-style-type: none"> ○ <i>Tab notation is used to show chords.</i> 		<i>spaces to show the pitch of a note.</i>	<ul style="list-style-type: none"> ○ <i>A scale is a set of musical notes arranged in order from low to high or high to low pitch..</i>
	<ul style="list-style-type: none"> • Make a range of sounds using percussion instruments. • Start and stop following a leader's signals when playing. • Handle instruments carefully. 	<ul style="list-style-type: none"> • Play a steady beat with others. • Play repeated rhythm patterns on different instruments. • Follow simple graphic notation to guide playing with support. 	<ul style="list-style-type: none"> • Play four notes on an ocarina (D, B, A, G) • Play a variety of simple melodies on the ocarina following stick notation and letter names. • Breathe at appropriate times when playing the ocarina. 	<ul style="list-style-type: none"> • Play the open strings on a ukulele. • Play three chords - C, F, G7. • Read tab notation for C, F and G7 chords • Use different strumming patterns. 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Play using the correct hand position. • Play five notes on a keyboard – C-G. • Play simple melodies with the right hand. • Play simple chords – C, E, G • Read stave notation for the notes C-G. 	<ul style="list-style-type: none"> • Play simple melody and chords with both hands together. • Play C major scale on a keyboard. • Play and accompany a variety of songs on the keyboard following stave notation. • Add backing rhythm to a song.
		[Taught in Computing] ○ <i>Music can be created using a computer.</i>		[Taught in Computing] ○ <i>A digital audio workstation is software used for recording and composing.</i>		[Taught in Computing] ○ <i>GarageBand is a commonly used digital audio workstation.</i>	○ <i>Composers use digital tools for effect in their compositions, such as reverb and looping.</i>
	<ul style="list-style-type: none"> • Create digital sounds using patterns and shapes. • Create a simple melody using patterns and adjust the tempo. 		<ul style="list-style-type: none"> • Create ascending and descending scales. • Add chords and a steady rhythm. • Use sampled sounds to create an effective mix. 		<ul style="list-style-type: none"> • Layer tracks using sounds and effects. • Create drum patterns and scales using online samplers. • Edit tracks and adjust volume. • Create instrument tracks and add effects. 	<ul style="list-style-type: none"> • Digitally improvise and compose music that combines layers of sound. • Use sampling, looping and tempo shifts to add effects to compositions. • Select instruments and sounds that create chosen 	



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							atmosphere and effect. <ul style="list-style-type: none"> Use reverb, echoes and filters to match chosen atmosphere.
CONSTRUCTIVE KNOWLEDGE AND SKILLS							
Improvising & Composing	Under the Sea Sound Effects	Weather Sound Effects	Story Soundtrack	Shustoke Soundscape	Take One Picture	Carnival! Music from the Movies	Rhythm & Rap Festival Vibes
	<ul style="list-style-type: none"> Everyone can create their own music. 	<ul style="list-style-type: none"> A composer is a person who writes music. Composers can use symbols to write down their music. 	<ul style="list-style-type: none"> Compositions have a beginning, a middle and an end. Composers add dynamics to compositions. 	<ul style="list-style-type: none"> A soundscape is a piece of music that describes a place or an event. Composers can use stick notation to write down their music. 	<ul style="list-style-type: none"> Composers write music with rhythms and melodies. Some composers choose ternary form – A B A. 	<ul style="list-style-type: none"> Composers compose rhythms and melodies and select instruments to tell a story and create atmosphere. An ostinato is a short, repeated rhythm or melody. 	<ul style="list-style-type: none"> A rap is a song where words are spoken in time with a beat. Composers use digital tools for effect in their compositions, such as reverb and looping.
	<ul style="list-style-type: none"> Explore the sounds different musical instruments can make. Create sounds to represent pictures using given instruments (untuned / tuned) 	<ul style="list-style-type: none"> Create realistic sound effects in response to stimuli. Select instrument to make chosen sound effect. Use simple graphic notation to represent sounds using given symbols. 	<ul style="list-style-type: none"> Improvise and compose short sequences of sounds in response to stimuli. Use simple graphic notation to represent sounds using symbols e.g. rhythm grid. Add dynamics in compositions (<i>forte / piano</i>). 	<ul style="list-style-type: none"> Improvise and compose short rhythms in response to stimuli. Use stick notation to write a composition. Include dynamics in compositions (<i>forte, piano, crescendo, decrescendo</i>). 	<ul style="list-style-type: none"> Improvise and compose music with an ABA structure (rhythms – 2 bars and melodies – 5 note range CDEFG). Use stick notation and letter names to write a composition. Include dynamics in compositions (<i>forte, piano, crescendo, decrescendo</i>). 	<ul style="list-style-type: none"> Improvise and compose music with an ABA structure (rhythms – 4 bars and melodies – 8 note range C-C). Add an ostinato pattern and dynamics to a composition. Use stick notation and letter names to write a composition. Compose rhythms and melodies and select instruments that 	<ul style="list-style-type: none"> Improvise and compose a rap by writing lyrics and putting them to a beat. Digitally improvise and compose music that combines layers of sound (melodies & rhythmic accompaniment). Use sampling, looping and tempo shifts to add effects to compositions. Select instruments and



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						tell a story and create atmosphere.	<p>sounds that create chosen atmosphere and effect.</p> <ul style="list-style-type: none"> • Use reverb, echoes and filters to match chosen atmosphere.
Listening & Appreciating	Carnival of the Animals	The Sounds of Folk	Last Night at the Proms	Bhangra Beats	Baroque Stars	Country Roots Classical Hall of Fame Music from the Movies	Reggae Influences Festival Vibes
	<ul style="list-style-type: none"> ○ <i>Tempo is the speed of the music.</i> 	<ul style="list-style-type: none"> ○ <i>Pitch is how high or low a note is.</i> ○ <i>Folk music is a genre of music that tells stories about life.</i> 	<ul style="list-style-type: none"> ○ <i>Dynamics are how loud or soft music.</i> ○ <i>Classical music is a genre of music usually played by an orchestra.</i> 	<ul style="list-style-type: none"> ○ <i>Bhangra is a genre of music usually played using percussion instruments.</i> ○ <i>Bhangra music has fast rhythms, a strong beat and call and response.</i> 	<ul style="list-style-type: none"> ○ <i>An orchestra has four families called strings, woodwind, brass and percussion.</i> ○ <i>Baroque music is a type of classical music written by composers including Handel, Vivaldi and Bach.</i> ○ <i>Baroque music often has changes of dynamics, decorated melodies and layers of sound.</i> 	<ul style="list-style-type: none"> ○ <i>Country is a genre of music usually played using acoustic instruments.</i> ○ <i>Country music often tells stories about everyday life, love and challenges.</i> ○ <i>Classical music is a type of classical music written by composers including Mozart, Haydn and Beethoven.</i> ○ <i>Classical music often has a clear melody with chordal accompaniment, gradual changes of dynamics and clear structures.</i> ○ <i>Movies have a soundtrack to tell the story and</i> 	<ul style="list-style-type: none"> ○ <i>Reggae is a genre of music usually played using guitars, drums and keyboards.</i> ○ <i>Reggae music often tells stories about everyday life, love and challenges.</i> ○ <i>Reggae music has off-beat rhythms, a slow tempo and a pattern driven by the bass guitar.</i> ○ <i>Music festivals bring people together to celebrate traditions, diversity and community.</i> ○ <i>The music at a music festival includes a wide range of genres.</i>



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	<ul style="list-style-type: none"> Respond to music in different ways (e.g. move in time, move to different tempos, talk about it, express feelings / opinions). Identify different sounds, including loud and soft sounds. 	<ul style="list-style-type: none"> Identify pitch – high and low notes. Identify tempo – fast and slow notes. Express simple opinions e.g. likes / dislikes and give a simple reason. 	<ul style="list-style-type: none"> Listen to and identify different instruments. Identify pitch, tempo and dynamics. Identify similarities and differences between pieces of music with support. Express simple opinions and give a simple reason related to the music. 	<ul style="list-style-type: none"> Identify pitch, tempo and dynamics and use the words <i>forte</i>, <i>piano</i>, <i>crescendo</i> and <i>decrescendo</i>. Identify similarities and differences between pieces of music. Identify musical features of the genre with support. Express opinions with reasons and recognise that music creates emotions. 	<ul style="list-style-type: none"> Listen to and identify different instruments and their orchestral families with support. Identify pitch, dynamics, tempo and duration of notes. Identify musical features of the period with support. Compare and contrast between pieces of music from one period Express opinions with reasons related to the period. 	<i>create atmosphere.</i>	<ul style="list-style-type: none"> Listen to and identify different instruments and their orchestral families. Identify pitch, dynamics, tempo, duration and structure. Identify musical features of the genre / period. Compare and contrast between pieces of music from one genre / / period / composer. Comment on pieces of music including opinion and appraisal with support. 	<ul style="list-style-type: none"> Identify the mood and characteristics of pieces of music. Identify pitch, dynamics, tempo, duration, structure and texture. Compare and contrast between pieces of music from multiple genres / / periods / composer and musicians. Comment on pieces of music including opinion and appraisal. Justify comments in relation to genres, dimensions of music and composers' / musicians' choices.
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EXPRESSIVE KNOWLEDGE AND SKILLS

Performing	Nativity	Harvest Nativity	Harvest Nativity	Harvest Nativity	Harvest Carol Service Easter	Harvest Carol Service Musical	Harvest Remembrance Carol Service Musical
	<ul style="list-style-type: none"> <i>There are signals for start and stop.</i> 	<ul style="list-style-type: none"> <i>Performing is sharing with an audience.</i> 	<ul style="list-style-type: none"> <i>Performing needs practice before</i> 	<ul style="list-style-type: none"> <i>Performers show an awareness of</i> 	<ul style="list-style-type: none"> <i>Performers project their voice to</i> 	<ul style="list-style-type: none"> <i>Performers show an awareness of</i> 	<ul style="list-style-type: none"> <i>Performers use expression to show the</i>



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Music Vocabulary	<ul style="list-style-type: none"> Start and stop following a leader's signals when singing and playing instruments. <p>ELG:</p> <ul style="list-style-type: none"> Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. 	<ul style="list-style-type: none"> Face the audience throughout a performance. 	<p><i>the final performance.</i></p> <ul style="list-style-type: none"> Maintain an appropriate posture when performing. 	<p><i>other performers when performing.</i></p> <ul style="list-style-type: none"> Perform with an awareness of other performers e.g. keeping in time, matched dynamics. 	<p><i>complement the venue.</i></p> <ul style="list-style-type: none"> Project voice to match the performance venue e.g. church. 	<p><i>their audience when performing.</i></p> <ul style="list-style-type: none"> Perform with an awareness of audience – eye contact, facial expressions. 	<p><i>emotion of a song or piece of music.</i></p> <ul style="list-style-type: none"> Perform with expression matched to the emotion of the song / piece.
	<p>sounds voice sing song rhyme strike shake scrape instrument percussion instrument tempo</p>	<p>verse chorus pitch melody rhythm beat composer symbols genre Folk music performing audience</p>	<p>call and response dynamics <i>forte</i> <i>piano</i> ocarina wind instrument stick notation composition improvise compose Classical music orchestra</p>	<p>ostinato crescendo decrescendo ukulele string instrument tab notation chord strum Digital audio workstation / DAW scale soundscape Bhangra</p>	<p>sound diction structure ternary form brass instrument Baroque music layers of sound duration voice projection</p>	<p>syncopation off-beat phrases keyboard stave notation online sampler atmosphere Country music acoustic instruments chordal accompaniment soundtrack</p>	<p>partner song expression backing rhythm C-major scale digital tools reverb looping sampling rap Reggae bass guitar</p>