Music Progression of Skills EFYS through to Year 6

At Sir Robert Hitcham's, the Model Curriculum (MMC) is adopted and is at the heart of our curriculum teaching. We strive do this through the delivery of units of work from Kapow, selecting units of work which most closely align with the core texts for each phase group as set out in the Long-Term Plans. Mixed year group classes will also use Kapow units of work designed for mixed classes to ensure progression is achieved.

Intent:

We aspire to ignite a passion, enthusiasm and love for music which will be life-long. We believe music should be an enjoyable and practical experience for pupils and teachers. Children participate in a range of musical experiences, building up their confidence, being inspirational and achieving challenges they may have thought beyond them, at the same time. They develop their understanding of rhythm and pitch and learn how music is structured, as well as learning technical vocabulary for these elements. As children's confidence builds, they enjoy the performance aspect of music. Children experience listening to music from different cultures and eras giving them an awareness of the wider world.

Implementation:

Music is taught as a discrete subject but also in a cross curricular manner. Areas of learning, such as times tables in maths, vocabulary in languages and movement in dance can all incorporate different elements of music. A weekly singing assembly allows the children opportunities to develop their singing skills and gain an understanding of how ensembles work. Year 3 pupils have access to whole class instrumental teaching and our Year 5 pupils all learn the recorder. Performances, such as Church Services, nativities, celebration assemblies, share sessions and end of year shows, demonstrate that music is important to the life of the school. We endeavour to provide a large range of extracurricular activities, such as The Firebirds, Community Carol Singing, Trips to Snape Maltings Concert Hall for The Big Sing & Celebration of Schools' Music, The 02 and peripatetic music lessons (violin, woodwind and brass, guitar and drumming), also provide children with experience of making music.

Impact:

The impact of teaching music and the beneficial effects the subject has on children and adults will be seen across the school with music having an ever - increasing profile. Whole-school and parental engagement will be improved through performances, extracurricular activities and opportunities suggested in lessons/overviews for wider learning and sharing. Participation in music develops wellbeing, promotes listening and develops concentration. We want to ensure that music is loved by teachers and pupils across school, encouraging them to want to continue building on this wealth of musical ability, now and in the future – creating musicians who are confident, feel a sense of achievement, experimental, knowledgeable and skilled. Pupils will have an awareness, love and respect for other cultures, be global citizens through an appreciation of the wider world which can be opened up to them through music. Through the teaching of music, pupils will have the tools at hand to form, develop, share and articulate ideas, views and opinions.

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Skills I can…	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing Singing is at the heart of the curriculum in the Early Years and KS1 whereby chants and songs are a core element in the teaching of musical skills and an appreciation of musical repertoire. In KS2, these skills are built on with singing running through to Year 6 as a key thread through the delivery of the music curriculum.	Develop a singing voice (as opposed to speaking voice) and begin to use this voice confidently and with increasing expression. Sing a large repertoire of songs, nursery rhymes, chants and call and response songs. Sing the pitch of a tone sung by another person - *pitch match*. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.	Sing simple songs, chants and rhymes from memory. Sing collectively and at the same *pitch*, responding to simple visual directions and counting in. Sing simple songs with a very small range, *mi-so* -low-high, and then slightly wider. Sing a wider range of call and response songs. Control vocal pitch and match pitch with accuracy. Continue to explore singing	Sing songs regularly with a pitch range of *do-so* with increasing vocal control. Sing songs with a small pitch range, pitching accurately. Use voices expressively when singing, including the use of basic *dynamics* - loud and quiet. Sing back short melodic patterns by ear. Know the meaning of *dynamics* - loud/quiet and *tempo* - fast/slow and	Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so, tunefully and with expression. Sing songs demonstrating an increasing understanding of the terms *forte* and *piano*, loud and soft. Perform actions confidently and in time to a range of action songs. Perform as a choir in school assemblies. Sing songs in a variety of	Continue to sing a broad range of unison songs from memory, with the range of *do–do* - an *octave* pitching the voice accurately. Perform songs and follow directions for getting louder- *crescendo* and quieter - *decrescendo*. Sing rounds and partner songs in different *time signatures* (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second	Sing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. Sing three-part rounds, partner songs and songs with a verse and a chorus. Perform a range of songs in school assemblies and in school performance opportunities.	Sing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. Continue to sing three- and four-part rounds or partner songs. Experiment with positioning singers randomly within the group i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence. Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.

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	Explore singing fast and slow and changing speeds. Explore how to use the voice to create loud and quiet sounds	fast and slow and changing speeds. Continue to explore how to use the voice to create loud and quiet sounds	demonstrate this understanding when singing by responding to the leader's directions and visual symbols (e.g. *crescendo, decrescendo, pause)*.	musical styles with accuracy and control, demonstrating developing vocal technique. Sing in time with peers, with some degree of accuracy and awareness of their part in the group performance.	part to introduce vocal harmony. Perform a range of songs in school assemblies. Sing in time with peers with accuracy and awareness of their part in a group performance. Sing songs from a range of musical styles showing a sense of expression including control of subtle dynamic changes.		

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Skills **I can…**	**EYFS**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Listening Across each of the phases in school, musical education is enriched by being able to develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.	Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. When responding through movement, reflect the tempo, dynamics or pitch of the music. Listen carefully to rhymes and songs, paying attention to how they sound Listen attentively, move to and talk about music, expressing their	Develop and share the knowledge and understanding gained of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listen to recorded performances and (when possible) complement with any opportunities to experience live music making in and out of school.	Recognise *timbre* changes in music they listen to. Recognise structural features in music that they listen to. Listen to and recognise instrumentation. Begin to use musical vocabulary to describe music. Identify melodies that move in steps. Listen to and repeat a short, simple melody by ear.	Discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz). Understand that music from different parts of the world has different features. Recognise and explain the changes within a piece of music using musical vocabulary. Describe the timbre,	Recognise the use and development of motifs in music. Identify gradual dynamic and tempo changes within a piece of music. Recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll). Identify common features between different genres, styles and	Recognise and confidently discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.). Represent the features of a piece of music using graphic notation, and colours and justify their choices with reference to musical vocabulary.	Discuss musical eras in context, identify how they have influenced each other, and discuss the impact of different composers on the development of musical styles. Recognise and confidently discuss the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music). Represent changes in pitch, dynamics and texture using graphic notation, justify their choices with reference to musical vocabulary. Identify the way that features of a song can complement one another to create a coherent overall effect. Use musical vocabulary correctly when describing

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Please refer to separate document with suggested repertoire and teaching notes for each year group as suggested by Model Music Curriculum. These pieces are intended to be used as a building block for further listening and give coverage for Music History pulling from a wide range of genres and cultures. *Inter-related dimensions of music are set out below.	feelings and responses. Explore lyrics by suggesting appropriate actions. Explore the story behind the lyrics or music. Listening to and following a beat using body percussion and instruments. Consider whether a piece of music has a fast, moderate or slow tempo. Listen to sounds and match them to the object or instrument. Listen to sounds and identify high and low pitch. Listen to and	Recognise and understand the difference between *pulse* and *rhythm*. Understand that different types of sounds are called *timbres.* Recognise basic *tempo*, *dynamic* and *pitch* changes - faster/slower, louder/quieter and higher/lower. Describe and reflect through different means the character, mood, or 'story' of music they listen to, both verbally and through	Suggest improvements to their own and others' work.	dynamic, and textural details of a piece of music, both verbally, and through movement, art and dance. Begin to show an awareness of metre. Begin to use musical vocabulary when suggesting improvements to their own and others' work.	traditions of music. Recognise, name and explain the effect of the interrelated dimensions of music * - *pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations* Identify scaled dynamics- *crescendo/decrescendo* within a piece of music. Use musical vocabulary to discuss the purpose of a piece of music. Use musical vocabulary (related to the inter-related	Compare, discuss and evaluate music using detailed musical vocabulary. Develop confidence in using detailed musical vocabulary related to the inter-related dimensions of music - *pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations* to discuss and evaluate their own and others' work.	and evaluating the features of a piece of music. Evaluate how a venue, occasion and purpose can affect the way a piece of music sounds. Confidently use detailed musical vocabulary * to discuss and evaluate their own and others work.

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	repeat a simple rhythm. Listen to and repeat simple lyrics. Recognise that different instruments make different sounds and group them accordingly.	movement, art or dance. Describe the differences between two pieces of music. Express a basic opinion about music and whether they like it or not. Listen to and repeat short, simple rhythmic patterns. Listen and respond to other performers by playing as part of a group.			dimensions of music – see above) when discussing improvements to their own and others' work.		

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Skills **I can…**	**EYFS**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Composing The practical activity of creating music starts with simple improvisation skills building up to an application of musical knowledge, experience and inspiration in more formal and recorded (notated) compositions. Musical skills and influences become embedded in these compositions. Being able to develop a reliable musical memory is a valuable skill for our composers. As such, this musical memory is an integral part of	Play untuned percussion 'in time' with a piece of music. Select classroom objects to use as instruments. Experiment with body percussion and vocal sounds to respond to music. Select appropriate instruments to represent action and mood. Experiment with playing instruments in different ways. Create their own songs, or improvise around	Improvise simple vocal chants, using question and answer phrases. Create musical sound effects and short sequences of sounds in response to stimuli. Combine sounds to make a story, choosing and playing instruments or sound-makers. Understand the difference between creating a rhythm pattern and a pitch pattern.	Create music in response to a non-musical stimulus. Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation. Use graphic symbols, dot notation, letter names and stick notation, as appropriate, to keep a record of composed pieces.	Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole-class/ group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range. Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end.	Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions. Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat	Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment. Work in pairs, compose a short ternary piece. Use chords to compose music to evoke a specific atmosphere, mood or environment.	Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play and notate this melody on available tuned percussion and/or orchestral instruments. Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen. Enhance these melodies with rhythmic or chordal accompaniment. Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.

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compositional work, whereby our pupils should practise recalling, e.g., melodic shapes, harmonic sequences, rhythmic patterns and sections of their compositions.	one they know. Play instruments with increasing control to express their feelings and ideas. Explore, use and refine a variety of musical effects to express their ideas and feelings.	Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns. Use music technology, to capture, change and combine sounds. Recognise how graphic notation can represent created sounds. Explore and invent own symbols to represent a composition. Select and create short sequences of sound with voices or instruments to represent a given idea or character.	Use music technology, to capture, change and combine sounds. Select and create longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. Combine and layer several instrumental and vocal patterns within a given structure. Create simple melodies from five or more notes.	Pupils should compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources. Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi) resulting in a multi layered composition. Compose song accompaniments on untuned percussion using known rhythms and note values.	phrases, arranged into bars. Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip. Include instruments played in whole-class/ group/individual teaching to expand the scope and range of the sound palette available for composition work. Capture and record creative ideas using	Create music to accompany a silent film or to set a scene in a play or book. Capture and record creative ideas using graphic symbols, rhythm notation and time signatures, staff notation or technology. Compose a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). Improvise coherently	Improvise coherently and creatively within a given style, incorporating given features. Compose a multi-layered piece of music from a given stimulus with voices, bodies and Instruments. Compose an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. Develop melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. Constructively critique their own and others' work, using musical vocabulary.

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		Combine instrumental and vocal sounds within a given structure. Create simple melodies using a few notes. Choose dynamics, tempo and timbre for a piece of music. Begin to make improvements to their work as suggested by the teacher.	Choose appropriate dynamics, tempo and timbre for a piece of music. Begin to suggest improvements to their own work.	Compose a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing). Use letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. Suggest and implement improvements to their own work, using musical vocabulary.	graphic symbols, rhythm notation and time signatures, staff notation or technology. Compose a coherent piece of music in a given style with voices, bodies and instruments. Begin to improvise musically within a given style. Develop melodies using rhythmic variation, transposition, inversion, and looping. Create a piece of music with at least four different layers	within a given style. Combine rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. Select, discus and refine musical choices both alone and with others, using musical vocabulary with confidence. Suggest and demonstrate improvements to own and others' work.	

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					and a clear structure. Suggest improvements to others' work, using musical vocabulary.		
Skills **I can…**	**EYFS**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Performing Having the opportunity to celebrate, share and experience music of all kinds will consolidate the learning in music across all phases of the school. These opportunities must foster and instil the ethos of feeling safe, empowered and inspired. As always, inclusivity will be at the heart.	Perform songs, rhymes, poems and stories with others and on their own. Use their voices to join in with well-known songs from memory. Remember and maintain their role within a group performance.	Use voices expressively to speak and chant. Sing short songs from memory, maintain the overall shape of the melody and keep in time. Maintain the pulse (play on the beat) using hands, and tuned and untuned instruments.	Use their voices expressively when singing, including the use of basic dynamics (loud and quiet). Sing short songs from memory, with melodic and rhythmic accuracy. Copy longer rhythmic patterns on untuned percussion	Sing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. Sing and play in time with peers, with some degree of accuracy and awareness of their part in the group performance.	Sing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. Sing and play in time with peers with accuracy and awareness of their part in	Sing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. Work as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with	Sing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. Work as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group. Perform a solo or taking a leadership role within a performance. Perform with accuracy and fluency from graphic and

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Performances are seen as celebrations, whereby all of our musicians are encouraged to share their developing skills across the school; inspiring their peers as they do so. Assemblies, church services, Nativities and share sessions are just some of the opportunities in school for these performances to occur.	Move to music with instruction to perform actions. Participate in performances to a small audience. Stop and start playing at the right time.	Copy back short rhythmic and melodic phrases on percussion instruments. Respond to simple musical instructions such as tempo and dynamic changes as part of a class performance. Perform from graphic notation.	instruments, keeping a steady pulse. Perform expressively, using dynamics and timbre to alter sounds as appropriate. Sing back short melodic patterns by ear and playing short melodic patterns from letter notation.	Perform from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology. **Instrumental** Develop facility in playing tuned percussion or a melodic instrument, such as violin or recorder. Play and perform melodies following staff notation using a small range as a whole class or in small groups (e.g. trios and quartets)	the group performance. Sing, play and perform melodies following staff notation using a small range of notes. Sing and play syncopated rhythms with accuracy, control and fluency. **Instrumental** Play melody parts on tuned instruments with accuracy and control and developing instrumental technique. Develop facility in the basic skills of a selected	others and communicating with the group. Perform with accuracy and fluency from graphic and simple staff notation. **Instrumental** Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the Middle C–C′/do–do range. Understand how triads are formed, and play them on tuned percussion,	staff notation and from their own notation. Perform by following a conductor's cues and directions. **Instrumental** Accompany a melody, and others, using block chords or a bass line. Engage with others through ensemble playing with pupils taking on melody or accompaniment roles.

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					musical instrument over a sustained learning period. Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching.	melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs. Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra.	
Skills **I can…**	**EYFS**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Performing using notation Yr. 3 onwards				Understand the stave, lines and spaces, and clef. Use dot notation to	Understand the differences between minims, crotchets, paired	Further understand the differences between semibreves, minims,	Further understand the differences between semibreves, minims, crotchets, quavers and

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				show higher or lower pitch. Understand the differences between crotchets and paired quavers. Apply word chants to rhythms, understanding how to link each syllable to one musical note.	quavers and rests. Read and perform pitch notation within a defined range (e.g. C–G/do–so). Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.	crotchets and crotchet rests, paired quavers and semiquavers. Understand the differences between 2/4, 3/4 and 4/4 time signatures. Read and perform pitch notation within an octave (e.g. C–C'/do–do). • Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.	semiquavers, and their equivalent rests. Further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do). Read and play confidently from rhythm notation cards and rhythmic scores in up to four parts that contain known rhythms and note durations. Read and play from notation a four-bar phrase, confidently identifying notation names, dynamics and durations.
Skills **I can…**	**EYFS**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Music History Yr. 3 onwards				Understand that music from	Recognise and discuss the	Confidently discuss the	Discuss musical eras in context, identify how they

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				different times has different features.	stylistic features of different genres, styles and traditions of music using musical vocabulary.	stylistic features of different genres, styles and traditions of music and explaining how these have developed over time.	have influenced each other, and discuss the impact of different composers on the development of musical styles.

The Inter-Related Dimensions of Music I am beginning to understand – I know…	**EYFS**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Pitch	To understand that what 'high' and 'low' notes are.	To understand that pitch means how high or low a note sounds. To understand that 'tuned' instruments play more than one pitch of notes.	To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches. To understand that a melody is made up from high- and low-	To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad. To know that some traditional music around the world is	To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll.	To understand that a minor key (pitch) can be used to make music sound sad. To understand that major chords create a bright, happy sound.	To know that the Solfa syllables represent the pitches in an octave. To understand that 'major' key signatures use note pitches that sound cheerful and upbeat. To understand that 'minor' key signatures use note pitches that can

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Key Musical Vocabulary For Pitch	Beat, tempo, body percussion, classroom percussion, ostinati, tuned instruments, pulse		pitched notes played one after the other, making a tune.	based on five-notes called a 'pentatonic' scale. To understand that a pentatonic melody uses only the five notes C D E G A.	To know that a glissando in music means a sliding effect played on instruments or made by your voice. To know that 'transposing' a melody means changing its key, making it higher or lower pitched	To know that a 'bent note' is a note that varies in its pitch, e.g. the pitch may slide up or down. To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.	suggest sadness and tension. To know that a melody can be adapted by changing its pitch.

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Duration	To recognise that different sounds can be long or short.	To know that rhythm means a pattern of long and short notes.	To know that 'duration' means how long a note, phrase or whole piece of music lasts. To know that the long and short sounds of a spoken phrase can be represented by a rhythm.	To know that different notes have different durations, and that crotchets are worth one whole beat. To know that written music tells you how long to play a note for.	To know that combining different instruments playing different rhythms creates layers of sound called 'texture'. To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed. To know that a motif in music can be a repeated rhythm.	To know that 'poly-rhythms' means many different rhythms played at once. To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.	To understand that all types of music notation show note duration, including the Kodaly method which uses syllables to indicate rhythms. To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly. To know that a quaver is worth half a beat.
Dynamics	To understand that instruments can be played loudly or softly.	To know that dynamics means how loud or soft a sound is. To understand that sounds can be adapted to change their mood - through dynamics.	To know that dynamics can change the effect a sound has on the audience	To know that the word 'crescendo' means a sound getting gradually louder.	To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.	To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.	To know that a melody can be adapted by changing its dynamics.

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Tempo	To recognise music that is 'fast' or 'slow'. To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.	To know that the 'pulse' is the steady beat that goes through music. To know that tempo is the speed of the music	To understand that the tempo of a musical phrase can be changed to achieve a different effect.		To know that playing in time means all performers playing together at the same speed.	To understand that a slow tempo can be used to make music sound sad. To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made	To know that a melody can be adapted by changing its dynamics, pitch or tempo.
Timbre	To know that different instruments can sound like a particular character.	To know that 'timbre' means the quality of a sound; e.g. that different instruments would sound different playing a note of the same pitch. To know that my voice can create different timbres to help tell a story	To know that musical instruments can be used to create 'real life' sound effects. To understand an instrument can be matched to an animal noise based on its timbre.	To understand that the timbre of instruments played affect the mood and style of a piece of music	To know that grouping instruments according to their timbre can create contrasting 'textures' in music. To understand that both instruments and voices can create audio effects that	To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.	To know that timbre can also be thought of as 'tone colour' and can be described in many ways e.g. warm or cold, rich or bright.

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					describe something you can see.		
Texture	To know that music often has more than one instrument being played at a time.	To know that music has layers called 'texture'	To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.	To know that many types of music from around the world consist of more than one layer of sound; for example, a 'tala' and 'rag' in traditional Indian music.	To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'. To understand that harmony means playing two notes at the same time, which usually sound good together.	To understand that a chord is the layering of several pitches played at the same time. To know that poly-rhythms means many rhythms played at once.	To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change. To know that a counter-melody differs to harmony as it uses a different rhythm alongside complementary notes.
Structure	To recognise the chorus in a familiar song.	To know that a piece of music can have more than one section, e.g. a versed and a chorus.	To understand that structure means the organisation of sounds within music, e.g. a chorus and verse pattern in a song.	To know that in a ballad, a 'stanza' means a verse. To know that music from different places often has different structural features, e.g. traditional	To know that deciding the structure of music when composing can help us create interesting music with contrasting sections.	To know that a loop is a repeated rhythm or melody, and is another word for ostinato. To know that 12-bar Blues is a sequence of 12 bars of music,	To know that a chord progression is a sequence of chords that repeats throughout a song. To know that a 'theme' in music is the main melody and that 'variations' are when this

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				Chinese music is based on the five-note pentatonic scale.	An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice. To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music	made up of three different chords.	melody has been changed in some way.
Notation	To know that signals can tell us when to start or stop playing.	To understand that music can be represented by pictures or symbols.	To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'.	To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.	To know that ‘performance directions’ are words added to music notation to tell the performers how to play	To know that simple pictures can be used to represent the structure (organisation) of music. To understand that in written staff notation, notes can go on or between lines, and that	To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'. To know that chord progressions are represented in music by Roman numerals.

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			To know that chord progressions are represented in music by Roman numerals.			the lines show the pitch of the note	
Musical Language	**EYFS**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**

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See separate glossary (ies) for further guidance and explanation.		**Chant**-singing in unison, with a similar rhythm to speech. **Tempo** – speed of a piece. **Rest** – moment when a note is not played for a defined length of time. **Beat**- unit of rhythm **Percussion -** an instrument which is hit to make a sound. **Orchestra** – a large group of instruments, usually classical **Drum** **Voice** **High/Low** **Ostinati –** short repeating rhythmic patterns **Pulse** – the constant beat in music	**Tempo** **Woodwind** **Treble Clef** **Pulse** – the constant beat in a piece of music. **Major** – a happy sounding piece of music measure – a bar in a piece of music. **Minor** – a sad sounding piece of music. **Clef** – a symbol on written music, defining what pitch to play the note. **Scale** – successive notes of a key, higher or lower. **Dynamics** – how loud or quiet a piece of music is duet – two vocalists or instruments. **Timbre** – the quality of the sound	**Violin, Cello, Double base, Classical, String instruments, Woodwind instruments, Brass instruments Bar** – a regular section on a staff, separated by vertical lines. **Canon** – tune that is repeated at regular intervals by different performers, but with different starting times. **Downbeat** – first beat in a bar. **Staff** – five horizontal lines on which notes are written. **Tempo** – speed of a piece. **Time signature** – how many beats to a bar. **Melody-** a tune is a combination	**Crescendo** – getting louder. **Decrescendo** – getting quieter. **Strum**-sweeping the thumb across the strings. **Pluck**- by picking or pulling a string with fingers. **Chord** – 2 or more notes played simultaneously. **Drone** – monotonous tone. **Key** – system of notes based on a key note. **Semibreve** – 4 beats. **Quaver** – ½ beat **Crotchet rest** – 1 beat. **Texture**- the different layers in a piece of music **Crescendo** – gradually getting louder	**Sharp** – note to be raised by a semitone. **Semitone**- one twelfth of an octave- the smallest interval in western music. **Slur** – a curve over notes, suggesting that it is slurred together. **Flat** – playing a note a semitone lower than the written one. **Dissonance** – harsh sounds, chords not in harmony. **Chord progression** – string of chords played in succession, usually a pattern. **Vibrato** – quickly alternating between two notes – a wobbly	**Harmony** – pleasing combination of two or more notes, played in background behind melody. **Accent** – where the music is emphasised. **Off beat** – the unaccented beat. **Adagio** – slow and calm. **Allegro** – quick and lively. **Andante** – relaxed and flowing. **Moderato** – a reasonable pace. **Presto** – quick and lively. **Prestissimo** – extremely quick. **Vivace**- fast, lively. **Mezzo forte**- moderately loud **Piano** - quiet.

Music Progression of Skills EFYS through to Year 6

			Graphic Score - use of visual symbols to represent music **Improvise** - create and perform spontaneously or without preparation **Untuned percussion** – percussion without pitch **Dot notation** – dots are drawn to show changes in pitch **Stick notation** – sticks are drawn to show changes in rhythm	of pitch and rhythm. **Crescendo** – getting louder. **Octave** – 8 full tones above the key note- start and end of a scale. **Crotchet** – 1 beat **Minim** – 2 beats **Quaver** – half a beat **Rest –** a beat (of half or 2 beats) off **Allegro** – fast **Adagio** – Slow **Forte** – loud. **Piano** - quiet	**Diminuendo**- gradually getting quieter (also called **decrescendo**) **Accelerando** – getting faster **Rallentando** – getting slower **Staccato** - detached	sound. **Lento** – slow	

Music Progression of Skills EFYS through to Year 6

Key Stage 1 National Curriculum Expectations

Pupils should be taught to …

- 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

Key Stage 2 National Curriculum Expectations

Pupils should be taught to …

- 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

See Model Music Curriculum appendices for listening list per year group, progression of musical notation, a glossary and suggested repertoire – to be used as a starting point.