

Year 1 - Progression of Skills and Vocabulary in Music

Year 1	National Curriculum: Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.		
Cultural Development Music studied: Traditional, Cultural and Popular	Traditional children's songs and singing games from local, national and pupils' own heritages.	General Vocabulary Loud, Quiet, Soft, Happy, Sad, Feelings, Choir, Instrument, Hit, Bang, Clap, Sing	
Personal Development	To perform to an audience To take turns when performing.	Year Group Specific Vocabulary 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. Instrument - and instrument which is hit to make a sound. Orchestra – a large group of instruments, usually classical Drum Voice High/Low	
Aural and Theoretical Knowledge	To explore pulse by moving to the music. To explore simple rhythmic patterns aurally <i>Interpret and repeat</i> To identify pitch within melodies- <i>which parts are high and which parts are low?</i>		
Composing Skills (including improvising)	To have free exploration of pitch and rhythm. To explore different sounds through percussion- <i>this can be objects around the classroom, or non-pitched percussion instruments.</i>		
Evaluation	To respond to different moods in music- <i>this could be done through drawing.</i> To identify the good points of the music.		
Music ICT	To choose suitable sounds from a bank to express ideas.		
Performing Skills: Singing			Performing Skills: Instruments
To use correct posture when performing <i>Standing straight, shoulders back.</i> To sing using different dynamics <i>Loud/quiet</i> <i>For example, Children to sing a simple song- twinkle twinkle little star. Sing it loudly then quietly. Look at carols where different parts are sung quietly like away in a manger.</i>		To use correct posture when playing non-pitched percussion <i>Table/hands</i> To be able to play using different dynamics. To perform in unison.	

Year 2 - Progression of Skills and Vocabulary in Music

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Cultural Development <i>Music studied:</i> Traditional, Cultural and Popular	Popular children's songs from the United Kingdom. Musicals from the West End/ stage shows.	General Vocabulary Loud, Quiet, Soft, Happy, Sad, Feelings, Choir, Instrument, Hit, Bang, Clap, Sing
Personal Development	To perform as a class during an assembly to school or parents. To show enjoyment for music. To perform a solo to teacher. To perform in a group to teacher.	Year Group Specific Vocabulary 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.
Aural and Theoretical Knowledge	To explore harmonies through single or multiple sounds <i>Instruments, voice or parts</i> To build on knowledge of dynamics (loud, soft). To begin to understand timbre (tone) of different instruments.	
Composing Skills (including improvising)	To explore different combinations of sounds when played together. To explore different dynamic choices. To create their own one bar rhythm (one/two notes).	
Evaluation	To use musical choices to create a graphic score (use of visual symbols to represent music) To identify what children, like about the music and why.	
Music ICT	To record short speech. To compose music from icons.	
Performing Skills: Singing		
To use breathing to show phases of songs. <i>Taking breath at the end of a line, to add emotion or when tempo (speed) or the dynamic of the song changes.</i> To use correct breathing techniques, using the terms inhale and exhale. <i>For example, breathing in through the nose and exhaling out the mouth. When inhaling, stomach should move out from the diaphragm. A song that helps with breathing and holding notes is from Annie 'Tomorrow' This song allows children to develop their breathing strength and note holding.</i>		To use non-pitched percussion instrument to play basic rhythms - <i>Drum</i> To be able repeat rhythms by ear. To perform in basic rounds and parts.

Year 3 - Progression of Skills and Vocabulary in Music

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Cultural Development <i>Music studied: Traditional, Cultural and Popular</i>	Music from national and other heritages represented in the school. Traditional music from other parts of the world.	General Vocabulary Loud, Quiet, Soft, Happy, Sad, Feelings, Choir, Instrument, Hit, Bang, Clap, Sing
Personal Development	To support other musicians- <i>play/sing a part to accompany an instrumental piece or song.</i> To practise at home to improve an aspect of playing, following teacher's guidance. To work in a group to improve a group performance or composition, with support.	Year Group Specific Vocabulary 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 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
Aural and Theoretical Knowledge	To recognise a crotchet, the value of them and rests in a four-beat rhythm. To conduct a three-note melody. To write a 3 note melody on a stave.	
Composing Skills (including improvising)	To create a one to two bar rhythm with a pitched percussion instrument in a 4/4 time. To create a melody using 3 notes. To be able to write down the notations.	
Evaluation	To use features of music for different purposes. To improve on their own work. To understand how to use stave notation- <i>why are the notes arranged in that way?</i>	
Music ICT	To produce a simple presentation using sounds that have been captured or created.	
Performing Skills: Singing		
To sing in an octave range (8 notes, low C to middle C) by single note steps. To work on the tone of the notes being sung. To sing with basic accompaniment. <i>For example, focus on one song like my Bonnie lies over the ocean, children to listen to a professional recording and listen to the tones of the singers.</i>		To play pitched percussion- <i>Glockenspiel</i> To improve tone. To play 3 note rhythms using basic notation (1 beat and 2 beats in a 4/4 timing) To perform in more complex rounds and parts.

Year 4 - Progression of Skills and Vocabulary in Music

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<p>Cultural Development Music studied: Traditional, Cultural and Popular</p>	<p>Music from western classical tradition. Popular music across the world.</p>	<p>General Vocabulary Loud, Quiet, Soft, Happy, Sad, Feelings, Choir, Instrument, Hit, Bang, Clap, Sing</p>
<p>Personal Development</p>	<p>To support other artists- <i>play or create music for a dance or drama performance or an exhibition.</i> To work in a group to improve a group performance or composition, without support. To perform a solo to school class To perform in a group in a school assembly.</p>	<p>Year Group Specific Vocabulary Crescendo – getting louder. Decrescendo – getting quieter. Strum-sweeping the thumb across the strings. Pluck- by picking or pulling a string with fingers. Ukulele 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. Timbre- the quality of the sound. Texture- the different layers in a piece of music Forte – loud. Diminuendo- gradually getting quieter and slows down.</p>
<p>Aural and Theoretical Knowledge</p>	<p>To recognise 4/4 timing, bars and bar lines (strong/weak beats). To recognise crotchets, quaver pairs, rests and semi-breves. To recognise the first 5 notes of a major scale.</p>	
<p>Composing Skills (including improvising)</p>	<p>To improvise an ostinato/riff- <i>this could be an accompaniment start of sugar plum fairy.</i> To be able to write a riff on a stave working to a 4/4 timing. To be able to write a 3-bar melody, using the 4/4 timing.</p>	
<p>Evaluation</p>	<p>To explore how musical concepts are used to reflect different intentions. To explore traditional music from other parts of the world.</p>	
<p>Music ICT</p>	<p>To create a simple podcast using already existing music, sound effects and recording their own.</p>	
<p>Performing Skills: Singing</p>		<p>Performing Skills: Instruments</p>
<p>To use the mouth to create timbre (clear well-formed sound) To sing with a relaxed jaw and focus on pronunciation and diction of lyrics. <i>For example, vocal warm up to use phrases ‘In Hertfordshire, Hereford and Hampshire Hurricanes hardly happen’. A song that can aid this ‘Do You Hear the People sing’ this song allows children the chance to form the beginning and end of letters, and by doing this creates a strong and emotive song.</i></p>		<p>To play a pitched percussion, using different dynamics. To play rhythmical notes within an octave. To play different note lengths- <i>Semibreve 4 beats, Quaver.</i> To perform in parts with accompaniments, which include solo parts and ostinato (repeated musical rhythms). <i>For example, to be introduced to the Ukulele and able to navigate through the open strings, to play the open strings in rhythm</i></p>

Year 5 - Progression of Skills and Vocabulary in Music

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Cultural Development <i>Music studied: Traditional, Cultural and Popular</i>	Music from baroque, classical periods. Music from a fusion of styles- <i>is classical music used in popular music today? E.g. Stormzy</i>	General Vocabulary Loud, Quiet, Soft, Happy, Sad, Feelings, Choir, Instrument, Hit, Bang, Clap, Sing	
Personal Development	To identify an aspect of performing or composing to improve through working at home. To express contrasting emotions through music- <i>happy, sad</i> To learn a piece of music or create own composition, without guidance.	Year Group Specific Vocabulary 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. Staccato – short, sharp notes. 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 sound. Lento – slow.	
Aural and Theoretical Knowledge	To identify the simple structure of songs- <i>an Introduction, verse and chorus.</i> To write the notation on a stave. To recognise, understand and apply contrasting dynamics- <i>consider Forte(loud) Piano(softly)</i> <i>Articulation staccato (detached note) Legato (tied notes).</i>		
Composing Skills (including improvising)	To start to explore rhythmical layering. To explore layering different melodies together. To improvise different melodic phrase up to 5 notes. To indicate tempo.		
Evaluation	To explore how music reflex different cultural contexts To suggest improvements for own and others work.		
Music ICT	To create multiple track compositions that contain a variety of sounds.		
Performing Skills: Singing			Performing Skills: Instruments
To increase the dynamic range used within a song- <i>crescendo, softly (p) very quiet (pp).</i> To leap notes within an octave- <i>sing from C to F</i> <i>For example, children to learn the song they live in you from the Lion king musical. Looking at the backing vocals dynamic contrast to main vocals. To look at the change in dynamics as the song builds. Focus on learning by heart.</i>			To play rhythms by ear at least two bars (8 notes). To read notation and perform being allowed to have the freedom of movement to develop their own technique. To perform longer solo parts and more complex parts using bass cords.

Year 6 - Progression of Skills and Vocabulary in Music

<p>Year 6</p>	<p>National Curriculum: Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.</p>	
<p>Cultural Development Music studied: Traditional, Cultural and Popular</p>	<p>Classical, romantic and modern periods- <i>this could be how music changed during WW2 when the USA music influences were adopted by the UK. This could be achieved through a 'compare and contrast' piece of writing, using musical terminology explaining why this change occurred.</i> Music from a fusion of styles- <i>Lady Gaga 'Alejandro' music was adapted from 'Csarda' by Vittorio Monti.</i></p>	<p>General Vocabulary Loud, Quiet, Soft, Happy, Sad, Feelings, Choir, Instrument, Hit, Bang, Clap, Sing</p>
<p>Personal Development</p>	<p>To play or create music for a specific purpose or occasion. To perform in an ensemble (with more than one part) in a school assembly or concert. To take the lead and to respond to the leadership of others.</p>	<p>Year Group Specific Vocabulary 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.</p>
<p>Aural and Theoretical Knowledge</p>	<p>To recognise timings of a 3/4, 2/2 with semi-quavers, rests and dotted rhythms- <i>a waltz for 3/4 and a march for 2/2</i> To recognise and be able to use all notes on a clef. To apply change in dynamic when writing music- <i>consider Crescendo and Diminuendo.</i> To be able to apply articulation (slurs and accents) when writing and reading music.</p>	
<p>Composing Skills (including improvising)</p>	<p>To refine a melodic phrase (introduction, bridge and outros of songs). To harmonise a song using chords I and V (major key)- <i>this could be looked at through chords used in pop songs.</i> To use dynamic and articulation contrast (how the note is performed).</p>	
<p>Evaluation</p>	<p>To explore how music has changed across time. To explore how music demonstrates cross cultural influences.</p>	
<p>Music ICT</p>	<p>To create and share a more sophisticated podcast. To consider the effects on the audience based on music and sound effect choice.</p>	
<p>Performing Skills: Singing</p>		<p>Performing Skills: Instruments</p>
<p>To sing with a clear tone across the dynamic range, focusing on making the vowel sounds clear and open. To sing beyond an octave- <i>sing low C to middle F</i> To perform using basic harmonies.</p>		<p>To read and play Crescendo (getting louder) and Diminuendo (getting quieter). To play above an octave and in more than one key (major- happy, minor-sad). To change tempo.</p>

For example, to learn the song 'When You Believe' from the musical Prince of Egypt. Focus on harmonies, hitting clear top notes, look at splitting the song into parts to build on the dynamics of the song. This song to be learned by heart.

WINGS