



Knowledge, Skills and Vocabulary Progression (KSV): MUSIC

Teaching and Learning area MUSIC	What should an age-related pupil <u>know</u> and be able to do in each year group? Bold-Fundamental Knowledge Highlight - Cross curricular link						
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>PERFORM</u> Singing and Playing Using their voices:	Speak and chant short phrases together Find their singing voice and begin develop an awareness of pitch over a small range of notes Make changes in their voice to express different moods/feelings Sing short phrases or responses on their own Sing a variety of songs both	Speak and chant together Sing songs showing increasing vocal control- singing more in tune, breathing deeply, singing words clearly Sing songs in different styles, conveying different moods happy, sad, angry etc- with a sense of enjoyment Co-ordinate actions to go with the song Sing in time to a steady beat Perform an action or a sound	Sing words clearly and breathing at the end of phrases Sing variety of songs with more accuracy of pitch Convey the mood and meaning of the song Sing with a sense of control of dynamics(volume) and tempo (speed) Co-ordinate actions to go with the song Echo sing a short melodic phrase.	Sing songs in a variety of styles with confidence, singing some from memory Show increasing accuracy in pitch and awareness of the shape of the melody Demonstrate an awareness of character or style in performance Understand that posture, breathing	Sing songs in a variety of styles with an increasing awareness of the tone of their voices and the shape of the melody Sing songs showing musical expression (phrasing, changes of tempo, dynamics: reflecting the mood and the character of the song in context Be aware of posture and good diction Copy short phrases and be	Sing confidently in a wide variety of styles with expression Communicate the meaning and the mood of the song Be aware of posture and good diction Copy longer phrases and be able to sing up and down in steps independently Sing a simple second part of a two part song with confidence.	Sing confidently in a wide variety of styles with expression Communicate the meaning and the mood of the song Be aware of posture and good diction Copy longer phrases and be able to sing up and down in steps independently Sing a simple second part of a

Using Classroom instruments	accompanied and unaccompanied	(clapping, stamping, etc) on the steady beat whilst singing	Identify if the pitch is getting higher or lower, or is staying the same and copy with their voices Follow a leader (teacher/student) starting and stopping together	and diction are important Imitate increasingly longer phrases in a song Chant or sing a song in 2 parts. Sing songs with a recognised structure (verse and chorus/call and response)- Have an awareness of the phrases in a song	able to sing up and down in steps independently Sing two/three part rounds with more confidence and increasing pitch accuracy. Sing confidently as part of a small group.	Maintain own part in a round Perform a song from memory with attention to phrasing, dynamics and accuracy for a special occasion	two part song with confidence. Maintain own part in a round. Perform a song from memory with attention to phrasing, dynamics and accuracy for a special occasion
	Play instruments by shaking, scraping, rattling, tapping etc	Play instruments by shaking, scraping, rattling, tapping etc	Play with control: Maintaining a steady beat Getting faster or slower Getting louder or quieter	Keep a steady beat on an instrument in a group or individually Use tuned percussion with increasing confidence	Use tuned percussion instruments with increasing confidence to accompany songs and improvise	Perform on a range of instruments in mixed groups to an audience with confidence	Perform on a range of instruments in mixed groups to an audience with confidence

	Start and stop together	Start and stop together	Follow a leader starting and stopping together	Follow a leader starting and stopping together	Follow a leader, stop/start playing faster/slower and louder/quieter	Lead/conduct a group of instrumental performers	Conduct a group of instrumental performers
	Begin to develop a sense of beat using instruments and body sounds	Play in time to a steady beat, using instruments or body sounds	Perform a rhythm accompaniment to a song				
	Respond to symbols or hand signs	Follow simple hand signals indicating loud/quiet and start/stop	Follow simple hand signals indicating loud/quiet and start/stop	Follow simple hand directions from a leader			
	Play loudly, quietly, fast, slow	Play loudly, quietly, fast, slow	Play loudly, quietly, fast, slow	Combine musical sounds with narrative and movement	Combine instrumental playing with narrative and movement	Maintain a rhythmic or melodic accompaniment to a song	Maintain a rhythmic or melodic accompaniment to a song
	Copy a simple rhythm pattern or number of beats played on an instrument	Imitate a rhythm pattern on an instrument	Imitate a rhythm pattern on an instrument	Copy a short melodic phrase by ear on a pitched instrument	Play by ear-known phrases or short melodies using tuned instruments	Continue to play by ear on pitched instruments, extending the length of phrases, melodies played	Continue to play by ear on pitched instruments, extending the length of phrases, melodies played

	Play along to music showing a developing awareness of the beat	Play a repeated rhythmic pattern (rhythmic ostinato) to accompany a song Play with a single pitched note to accompany a song Play with help the rhythmic pattern of a spoken sentence e.g – ‘Hungry caterpillar’	Perform a rhythm accompaniment to a song Perform a repeated two note melodic ostinato to accompany a song Perform a sequence using a graphic score	Maintain a rhythmic or melodic ostinato simultaneously with a different ostinato and/or steady beat Play using symbols including graphic and/or simple notation	Maintain two or more different ostinato patterns in small instrumental group against a steady beat Play music that includes RESTS Read and play from some conventional music symbols Play music in a metre of two or three time	Maintain own part on a pitched instrument in a small ensemble Read and play with confidence from conventional or graphic notation	Maintain own part on a pitched instrument in a small ensemble Read and play with confidence from conventional or graphic notation
	Play with a sense of purpose and enjoyment	Play with a sense of purpose and enjoyment	Demonstrate some confidence in performing as a group and as an individual	Perform with an awareness of others Perform a composed piece to	Perform to an audience of adults, an assembly or other classes with	Perform with sensitivity to different dynamics	Perform with sensitivity to different dynamics

				a friendly audience, as a member or a group or class	increasing confidence	Perform own compositions to an audience Know what makes a good performance Use a digital recorder to keep a record of work in progress and performance	Perform own compositions to an audience Know what makes a good performance Use a digital recorder to keep a record of work in progress and performance
Vocabulary	Pitch Beat Loud Quiet Scrape Bang Chime Bells Triangle Drum Tambourine Giro Claves Maraca	Pitch Tune Pulse Loud Quiet Rhythm	Pitch Tune Pulse Dynamics Tempo Rhythm Ostinato	Pitch Tune Pulse Dynamics Tempo Melody Rhythm Ostinato Diction Round	Pitch Tune Pulse Dynamics Tempo Melody Diction Round Metre/time signature Crotchet Quaver Minim	Pitch Tune Pulse Dynamics Tempo Melody Diction Round Metre/time signature Crotchet Quaver Minim Dotted minim Semi-breve	Pitch Tune Pulse Dynamics Tempo Melody Diction Round Metre/time signature Crotchet Quaver Minim
<u>Composition</u>	Begin to create and manipulate different effects on a sound source or instrument	Improvise simple vocal chants, using question and answer phrases.	Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion ,	Begin to improvise (using voices, tuned and untuned percussion and instruments inventing short 'on-the-spot' responses	Become more skilled in improvising on a limited range of pitches on the instrument they are now learning, making use of	Improvise freely over a drone before moving on to a simple groove , responding to the beat , creating a satisfying melodic shape; experiment	Use chord changes as part of an improvised sequence. Extend improvised melodies beyond 8 beats over a fixed

	Add chosen sound effects at an appropriate moment in a story or song Sort and name different sounds Create a sequence of different sounds in response to a given stimuli	Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey. Combine to make a story, choosing and playing classroom instruments (e.g. rainmaker) or sound-makers (e.g. rustling leaves). Understand the difference between creating a rhythm pattern and a pitch pattern. Explore and invent own symbols to represent sounds	creating a musical conversation. Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch). Use stick notation, as appropriate, to keep a record of composed pieces.	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 rising and falling phrases using just three notes (do, re and mi).	musical features including smooth (legato) and detached (staccato). Begin to make compositional decisions about the overall structure of improvisations. 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.	with using a wider range of dynamics. Working in pairs, compose a short ternary piece. Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen.	groove, creating a satisfying melodic shape. Create music with multiple sections that include repetition and contrast. 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 this melody on available tuned percussion and/or
--	---	---	--	---	---	---	---

		Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns.		Compose song accompaniments on untuned percussion using known rhythms and note values.	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 phrases, arranged into bars. Compose music to create a specific mood, for example creating music to accompany a short film clip. Capture and record creative ideas using rhythm notation and time signatures with staff notation	Use chords to compose music to evoke a specific atmosphere, mood or environment. Capture and record creative ideas using rhythm notation and time signatures with staff notation	orchestral instruments. Notate this melody. Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen. Either of these melodies can be enhanced 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.
		Use music technology, if available, to capture, change and combine sounds.	Use music technology, if available, to capture, change and combine sounds.				

Vocabulary	Loud Quite Quick Fast Crash Bang Scrape Shake Chime Rattle Beat Rhythm Sequence Order First Copy	Improvise Question and answer Sequences Rhythm Pitch	Improvise Question and answer Sequences Rhythm Pitch Untuned Notation	Improvise Question and answer echo Sequences Rhythm Pitch Untuned Notation Crotchet Quaver Minim	Improvise Question and answer echo Sequences Rhythm Pitch Untuned Notation Pentatonic Legato Staccato Crotchet Quaver Minim Paired quavers Crotchet rest	Improvise Question and answer Echo Groove Beat Sequences Rhythm Dynamics Pitch Untuned Notation Ternary Phrase Pentatonic Legato Staccato Crotchet Quaver Minim Paired quavers Crotchet rest Time signature	Improvise Question and answer Echo Groove Beat Sequences Rhythm Dynamics Pitch Untuned Notation Ternary Phrase Pentatonic Legato Staccato Crotchet Quaver Minim Paired quavers Crotchet rest Time signature
Listening and Appraising	Listen to sounds and respond by talking about them or physically with movement and dance	Listen to a piece of music and move in time to its steady beat. Recognise and respond through movement/dance to the different musical characteristics and moods of the music	Respond through movement/dance to different musical characteristics and moods (angrily, sadly, cheerfully, daintily etc) Listen with increased concentration	Listen with increased concentration to longer	Listen with increased concentration to longer	Listen with increased concentration to longer	Listen with increased concentration to longer

	Recognise the sounds of the percussion instruments used in the classroom and identify and name them	Recognise the sounds of the percussion instruments used in the classroom and identify and name them	Recognise the sounds of the percussion instruments used, their names, how they are played and which ones can make high and low sounds	pieces/extracts of music	pieces/extracts of music	pieces/extracts of music	pieces/extracts of music
			Recognise how sounds are made – tapping, rattling, scraping blowing etc	Recognise aurally wooden, metal, skin percussion instruments and begin to know their names	Recognise aurally the range of percussion (tuned and untuned) used		
			Identify different qualities of sound such as smooth, scratchy, clicking, ringing (timbre)	Recognise some familiar instrumental sounds in recorded music (piano, violin, guitar, drums etc)	Recognise school orchestral instruments taught in school	Distinguish differences in timbre and texture between a wide variety of instruments and instrumentation	Distinguish differences in timbre and texture between a wide variety of instruments and instrumentation
	Begin to identify and describe key features or	Begin to use musical terms (louder/quieter,	Recognise and respond to different changes of speed (tempo), volume	Listen to live/ recorded extracts of different kinds of music and identify where appropriate:-	Recognise and talk about some contrasting styles of music in broad terms, using appropriate musical language	Recognise and identify features of expression (phrasing, melody,	Recognise and identify features of expression (phrasing, melody, harmony,

	extreme contrasts within a piece of music Begin to use musical terms (louder/quieter, faster/slower, higher/lower)	faster/slower, higher/lower)	(dynamics) and pitch	A steady beat/no beat A specific rhythm pattern or event The tempo of the music The dynamics The melody	(tempo, dynamics, metre, texture, timbre)	harmony, different dynamics, metre and tempo) in an extract of live or recorded music	different dynamics, metre and tempo) in an extract of live or recorded music
	Respond appropriately to a range of classroom songs, e.g. tidy up songs, circle time songs.	Begin to articulate how changes in speed, pitch and dynamics effect the mood	Recognise and respond to the mood of a piece of music. Begin to use music terminology when describing how the mood is created (i.e. the mood is sad because the music is played very slowly and quietly)	Identify repetition in music i.e. a song with a chorus	Recognise music from different times and countries, identifying key elements that give it a unique sound Identify whether a song has a verse/chorus or call and response structure Identify repeated rhythmic or melodic phrases in live or recorded music	Compare two pieces of instrumental music from different countries/times and discuss the similarities and differences Identify and discuss 'what happens when' within simple musical structures	Compare two pieces of instrumental music from different countries/times and discuss the similarities and differences Identify and discuss 'what happens when' within simple musical structures Use musical vocabulary and knowledge to talk

					Identify the use of metre in 2 or 3 in a piece of recorded or live music Recognise the combined effect of layers of sound by listening to their own arrangements, compositions and recordings	Use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions and cultures, including performances of their own and other's compositions Use musical vocabulary and knowledge to help identify areas for development or refinement when composing	about and discuss music from a variety of sources, traditions and cultures, including performances of their own and other's compositions Use musical vocabulary and knowledge to help identify areas for development or refinement when composing
Vocabulary	Percussion Faster Slower Louder Quieter Feelings Mood Sad Happy Excited	Percussion Tempo (faster & slower) Dynamics (louder & quieter)	Percussion Tempo Dynamics Pitch	Percussion Woodwind Strings Brass Tempo Dynamics Pitch Beat Melody Chorus	Percussion Woodwind Strings Brass Tempo Dynamics Pitch Beat Melody	Percussion Woodwind Strings Brass Tempo Dynamics Pitch Beat Melody	Percussion Woodwind Strings Brass Tempo Dynamics Pitch Beat Melody

	Angry			Verse	Metre (time signature) Chorus Verse	Metre (time signature) Phrase Harmony Chorus Verse	Metre (time signature) Phrase Harmony Chorus Verse
--	-------	--	--	-------	---	--	--