

Great Ellingham and Rocklands Primary Schools

Music – Progression of Knowledge, Skills and Vocabulary



		YR	Y1	Y2	Y3	Y4	Y5	Y6
		<i>Recognise & respond</i>	<i>Building understanding</i>		<i>Expand understanding</i>		<i>Refine and manipulate</i>	
Progression in Knowledge	Pitch	High & low sounds	Higher & lower sounds. Identify steps, leaps & repeated notes		Identify melodic shape & scale patterns		Identify range of different scale patterns	
	Duration	Long & short sounds. Steady beat	Recognise respond & distinguish between beat & rhythm		Understand 2, 3 & 4 metre & how rhythms fit in steady beat		Understand more complex rhythmic patterns & metres	
	Dynamics	Loud, quiet & silence	Getting louder & quieter		Getting louder & quieter in finer gradations		Manipulated for expressive effect	
	Tempo	Fast & slow	Getting faster & slower		Getting faster & slower in finer gradations		Wide range manipulated for expressive effect	
	Timbre	Range of sounds & soundmakers	Identify families of instruments from sound & how sound made		Identify range of instruments by name & way played		Identify families of instruments & ensemble combinations	
	Texture	One sound & many sounds combined	Layers of sounds		Identify combinations of layers & solo, unison, drone & simple harmony		Understand types of harmony being used for expressive effects	
	Structure	Musical stories: same & different	Beginning, middle & end. Repetition & contrast		Repetition & contrast		Wider range of musical structures	
Progression in Learning skills	Singing	Sing familiar songs, chants & rhymes	Accompanied by vocal patterns		Rounds & partner songs		Part songs	
	Playing	Body sounds. Some control with percussion	More control & accuracy of tuned & untuned percussion		Maintain beat in 2, 3 & 4 metre. Rhythmic & melodic ostinato		Simple parts. Accurate awareness of pitch, metre & balance	
	Rehearsing	Start & stop together	Awareness of how to improve		Develop rehearsal routines & strategies		Further develop rehearsal routines & strategies	
	Notating	Recognise musical ideas represented as objects, cues, signs & symbols	Recognise musical ideas represented as objects, cues, signs & symbols		Respond to graphic notation. Use basic notation for rhythm & pitch		Rhythmic & pitched notation including stave	
	Listening & responding	Recognise mood, character, contrast & changes	Recognise changes in mood & character		Compare & contrast music heard & performed. Aware of context, purpose & intent			
	Describing & discussing	Build appropriate vocabulary relating to the dimensions			Use appropriate musical vocabulary in relation to learning		Further extend appropriate musical vocabulary in relation to learning	
Progression in Vocabulary	All areas	Song, sing, sound, chant, rhythm, fast/slow, long/short, loud/quiet, high/low, listen, voice, follow, repeat, instrument.	Pulse, beat, steady beat, tune, pitch, duration, tempo, volume, perform, accompany, compose, percussion, body percussion, beater, cymbal, drum, shaker, tambourine, triangle, chime bar, claves,		Accompaniment, duet, note, round, scale, structure, theme, unison, melody, harmony, improvise, lyrics, dynamics, call and response, composer, conductor, orchestra, orchestration, names of orchestral instruments, castanets, glockenspiel, woodblock, xylophone, recorder, tuned percussion, untuned percussion		Accent, bass, notation, texture, timbre, diction, interval, syncopation	

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Development Actions:

- *Evaluate and re-draft Long Term Plan*
- *Consider how we assess Music*