

Hollinswood Primary School and Nursery

Music Knowledge and Skills Progression Grid

In music, we learn the knowledge and skills to compose, listen and perform. We learn to use our voices expressively and control instruments. Our music curriculum engages and inspires us to have a love of music and develops our talents as musicians.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing/vocals	I can use a quiet or loud singing voice.	I can use a quiet or loud singing voice.	I can perform forte and piano (loud and soft)	I can respond to the leaders' directions and visual symbols e.g loud, quiet, pause)	I can sing with awareness of pulse and rhythm.	I can use a range of songs, observing accurate pitching, phrasing, and appropriate style.	
	I can sing in a high or low voice.	I can sing a melody accurately and at my own pitch.	I can control pitch accurately in songs with a small pitch range.		I can pitch my voice correctly	I can sing songs with increasing control of breathing, posture, and sound projection.	
	I can sing familiar songs moving the melody up and down.	I know a range of call and response songs. I can sing a range of call and response songs following directions.	I know the meaning of dynamics and tempo. I can demonstrate these when singing	I know a wide range of unison songs.	I can sing rounds and partner songs	I can sing 3 part round songs	I can sing a round in three or four parts and identify the melodic phrases and how they fit together.
	I can perform songs solo or in a group.			I can perform as a choir in school assemblies			I can perform and range of songs as a school choir in assemblies and school performance opportunities.
Key Vocabulary	Beat, high, low, fast, slow, loud, quiet.	Pitch, rhythm, pulse, volume,	Melody, tempo, duration, crescendo, decrescendo, pause.	Dynamics, key, piano, forte,	Octave, structure, rounds, verse, chorus	cappella, key, timbre, texture,	harmony, improvise, ensemble.
Listening, memory and movement.	I know when the music changes. I can change the way I move to different music.	I know what a choreographer does. I can choreograph a dance to a song I know.	I can respond physically when appraising music.	I can explore and choose different movements to describe music.	I know the structure and expressive elements of music.	I can identify phrases that could be used as an introduction, interlude and ending	I can identify different moods and textures in a piece of music.


Key Vocabulary	Words, songs, sounds, rhyme, patterns, choreographer	Words, songs, sounds, rhyme, patterns, beat, pulse,	Lyrics, songs, sounds, rhyme, patterns, beat, pulse.	Lyrics, songs, sounds, rhyme, patterns, beat, pulse, feeling, features.	Lyrics, songs, sounds, rhyme, patterns, beat, pulse, feeling, features, texture, structure	Lyrics, songs, sounds, rhyme, patterns, beat, pulse, feeling, features, texture, structure, introduction, interlude, ending.	Lyrics, songs, sounds, rhyme, patterns, beat, pulse, feeling, mood, features, texture, structure, introduction, interlude
Composing/ musicianship	<p>I know what the beat is.</p> <p>I can copy a beat pattern.</p>	<p>I can accompany a chant or song by clapping the pulse.</p>	<p>I can create music in response to non-musical stimulus (storm, race car, rocket launch etc)</p> <p>I can choose sounds which create an effect</p> <p>I can invent rhythms for others to copy on instruments or through body percussion</p>	<p>I can organise musical ideas into a beginning, middle and end</p>	<p>I can use musical components and instrument sounds to create music for a specific mood</p>	<p>I can change sounds or organise them differently to change the effect</p>	<p>I can use a variety of different musical devices in my own composition (including melody, rhythms and chords).</p>
	<p>I know about fast and slow beats – tempo</p> <p>I can say if a beat is fast or slow.</p> <p>I know about loud and quiet sounds – volume</p>	<p>I know the difference between creating a pitch pattern and a rhythm pattern.</p>	<p>I can invent rhythms on the spot for others to copy in a copycat game.</p> <p>I can read and respond to chanted rhythm patterns</p>	<p>I can invent rhythms for others to copy on instruments or through body percussion</p>	<p>I can combine different note lengths to create sequences of 2, 3 or 4 beats</p> <p>I can arrange these rhythm sequences into bars, to create longer rhythm phrases</p>	<p>I can compose music which meets specific criteria</p> <p>I can improvise within a group using melodic and rhythmic phrases</p>	<p>I can compose an 8-16 beat melodic phrases using rhythms and pitches</p>
				<p>I can create simple, rising and falling melodies</p>	<p>I can create simple rising and falling melodies in particular keys or scales</p>	<p>I can compose melodies in either C Major or A Minor (or a suitable key for the instrument being written for)</p>	<p>I can perform compositions I have created</p> <p>I can perform improvised melodies that are at least 8 beats long, including rhythm and pitch</p>
		<p>I can use music technology to capture change and combine sounds.</p> <p>I know graphic notation can represent sounds.</p>	<p>I am beginning to represent rhythms using stick notation</p>	<p>I can represent rhythms using stick notation</p>	<p>I can capture and record compositional ideas using a combination of staff notation, graphic notation, rhythmic notation and technology</p>		

Key vocabulary	Beat, fast, slow, chant, song, tempo, volume.	Beat, pulse, rhythm, fast, slow, chant, song, pitch, sequence	Beat, pulse, rhythm, fast, sounds, slow, chant, song, percussion, untuned, notation.	Beat, pulse, rhythm, fast, sounds, slow, chant, song, patterns, notation, rhythmic.	Beat, pulse, rhythm, fast, sounds, slow, chant, song, patterns, steady, melody, legato (smooth) staccato (detached)	Beat, pulse, rhythm, fast, sounds, slow, chant, song, patterns, steady, melody, fortissimo, pianissimo, improvise.	Beat, pulse, rhythm, fast, sounds, slow, chant, song, patterns, steady, melody, improvise, melodic,.
Control of instruments			I can perform simple patterns and accompaniments, keeping a regular pulse.	I am beginning to copy short melodic phrases at varying speeds	I can copy short melodic or rhythmic phrases I know what a melodic line or accompanying line is.	I am beginning to play a melody or take an accompaniment role	I can play a melody or take an accompaniment role
					I can produce controlled sounds at two or more dynamic levels, across an increased range of notes.	I am beginning to make a pleasing sound with increased consistency and more secure intonation	I can make a pleasing sound with increased consistency and more secure intonation
					I can use a small range of pitches on specific instrument	I can use an increasing range of pitches on instruments.	I can use an increasing range of pitches on instruments.
			I am beginning to develop ensemble playing, demonstrating basic ensemble skills (listening, watching and keeping in time).	I can play ensemble, demonstrating basic ensemble skills (listening, watching and keeping in time).	I can play ensemble, demonstrating basic ensemble skills (listening, watching and keeping in time)	I can maintain own part whilst others are performing their part (ensemble playing)	I can maintain own part whilst others are performing their part (ensemble playing)
				I can play and perform simple melodies using staff notation	I can play and perform melodic and accompaniment lines using simple staff notation	I can play instrument using staff notation I can perform parts from memory	I can play instruments using staff notation I can notice and react to instructions on the music (dynamics, articulation etc)
			I can demonstrate good posture. I can demonstrate basic instrumental specific techniques	I can demonstrate good posture and produce controlled sounds.	I can play a specific instrument with relaxed posture and correct technique.	I can play with ease and control both sitting and standing, paying attention to good posture	I can play with ease and control both sitting and standing, paying attention to good posture

	Following a conductor: I can follow instructions about when to sing I can respond to simple visual cues; start/stop,	Following a conductor: I can follow instructions about when to sing I can respond to simple visual cues (start/stop, loud/quiet	Following a conductor: I can follow instructions about when to play and sing I can respond to simple visual cues (start/stop, loud/quiet	Following a conductor: I can follow instructions about when to play and sing I can respond to simple visual cues (start/stop, loud/quiet) with greater awareness	Following a conductor: I can follow instructions from conductor about when to play. I am beginning to respond to the conductor's cues whilst playing an instrument (starting and stopping, loud and quiet etc)	Following a conductor: I can follow instructions about when to play and sing. I can respond to the conductor's cues whilst playing their instrument (dynamics, articulation etc)	Following a conductor: I can follow instructions about when to play and sing I can respond to the conductor's cues whilst playing an instrument (dynamics, articulation etc) I can take a leadership role within own performance
Key vocabulary	Perform, like, dislike, audience.	Perform, rehearse, likes, dislikes, audience, group.	Perform, rehearse, likes, dislikes, audience, melody, solo, group.	Perform, rehearse, likes, dislikes, audience, group, solo, duet, evaluate. What went well? What could have been better?	Perform, rehearse, likes, dislikes, audience, group, solo, duet, evaluate, mood. What went well? What could have been better? Perform, rehearse, likes, dislikes, audience,	Perform, rehearse, likes, dislikes, audience, group, solo, duet, evaluate, musical intention, texture, harmony, culture, venue, time and place intentions, purpose,	Perform, rehearse, likes, dislikes, audience, group, solo, duet, evaluate, musical intention, texture, harmony, culture, venue, time and place intentions, purpose, intended effect, repertoire, canon.

Music Information Sheet

	People	Places	Resources
	Mozart. Born in 1756 in Salzburg he was defined as a child prodigy; he began picking up the basics of piano at 3 years old. Mozart was known for his musical curiosity and sought opportunities to compose and create music.	Mozart's Rondo alla Turca Rondo alla Turca was written for piano by Mozart in 1783, it was partly inspired by the sounds of the Turkish Janissary bands. Janissaries were the elite infantry, that formed the Ottoman Sultan's household troops and were the first modern standing army in Europe.	Case study in Model music curriculum
	Handel European immigrant G.F Handel create Messiah in 1741.	The Halleluiahs chorus is the best know part of this song. Children may also like listening to the 1992 reworked version by Soulful Celebrations.	
Strings	Fritz Kreisler, Jascha Heifetz, Ida Haendel, and Isaac Stern. , Hilary Hahn , Joshua Bell and fiddler Sara Watkins .	The violin is important in European and Arabian music. No other instrument has played such an important part in Europe. The modern violin is about 400 years old. Similar string instruments have been around for almost 1000 years. By the time the modern orchestras started to form in the 17th century, the violin	https://kids.kiddle.co/Violin#History

		was nearly fully developed. It became the most important orchestral instrument	
Trumpet	Some famous classical trumpet players are Adolph Herseth, Sergei Nakariakov and Maurice Andre. Some famous jazz trumpet players are Miles Davis , Louis Armstrong , , Wynton Marsalis , Dizzy Gillespie ,		https://kids.kiddle.co/Trumpet
Trombone	Lawrence Brown, Curtis Fuller, Slide Hampton, Fred Wesley, Trombone Shorty, Martin Schippers, Joseph Alessi, Christopher Bill		https://kids.kiddle.co/Trombone https://www.yamaha.com/en/musical_instrument_guide/trombone/structure/
Clarinet	Richard Stoltzman http://www.the-clarinets.net/english/clarinet-players.html		Wolfgang Amadeus Mozart's Clarinet Concerto http://www.the-clarinets.net/english/clarinet-history.html
Flute		 The Hindu God Lord Krishna is traditionally considered a master of the bamboo flute.	https://kids.kiddle.co/Flute#History
Music examples	https://kids.kiddle.co/Carnival of the Animals		