



Nash Mills CofE Primary School
Curriculum Progression Document
Music

Skills

Knowledge

Vocabulary

	Core Skills			
	Understanding Music	Listening & Appraise	Singing	Notation
Nursery	<ul style="list-style-type: none"> Play instruments with increasing control to express their feelings and ideas. Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Count or clap syllables in a word. 	<ul style="list-style-type: none"> Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. 	<ul style="list-style-type: none"> Sing a large repertoire of songs. Remember and sing entire 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. 	
Reception	<ul style="list-style-type: none"> Watch and talk about dance and performance art, expressing their feelings and responses. Clap out beat structure of longer words. Copy back the rhythm of their name Find pulse in different ways Copy sounds they can hear to distinguish high-pitched sounds from low-pitched sounds. 	<ul style="list-style-type: none"> Understand how to listen carefully and why listening is important. Listen carefully to rhymes and songs, paying attention to how they sound. Listen attentively, move to and talk about music, expressing their feelings and responses. 	<ul style="list-style-type: none"> Learn rhymes, poems and songs. Sing in a group or on their own, increasingly matching the pitch and following the melody. Sing in unison 	
KS1	<ul style="list-style-type: none"> Begin to find and internalise the pulse on their own or with support. Try to or demonstrate more confidently how they find/feel the pulse. Begin to demonstrate how pulse, rhythm and pitch work together – copy a simple rhythm over the pulse and sing back over the Games Track in time. Clap the rhythm of your name, favourite food, favourite colour etc. Begin to understand how pulse, rhythm and pitch and perhaps dynamics and tempo work together and are sprinkled through Songs / music. 	<ul style="list-style-type: none"> Try to recognise/identify very simple style indicators and different instruments used. March, clap, tap your knees, move to find and internalise the pulse. Continue to understand what it means to find the pulse. Start using basic musical language to describe the music you are listening to and your feelings towards it. Begin to listen, with respect, to other people's ideas and feelings towards the music you have listened to. Discuss simple dimensions of music (pulse, rhythm, pitch, and perhaps tempo and dynamics) and how they fit into the music you are listening to. 	<ul style="list-style-type: none"> Begin to understand working together as part of a group and with their friends, gradually developing the confidence to sing alone. Begin to understand the importance of warming up their voices and to establish a good singing position. Start to consider that words mean something and how they work together with the music. Sing with a good sense of the pulse internally and try to sing together with the group. Stop and start as appropriate, begin to follow a leader/conductor. 	<ul style="list-style-type: none"> Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. Explore standard notation
LKS2	<ul style="list-style-type: none"> Find and internalise the pulse on your own and stay in time. Demonstrate how you find/feel the pulse, with ease. Demonstrate a fast and slow pulse. Demonstrate more confidently how pulse, rhythm and pitch work together - copy a simple rhythm over the pulse and sing/play back over the Games Track in time. Clap/play simple rhythms/copy one-two note pitches confidently and create their own rhythm when asked. Lead others if asked. 	<ul style="list-style-type: none"> Identify basic musical styles through learning about their style indicators and the instruments played. Find the pulse, the steady beat to the music they are listening to and understand what that means. More consistently use accurate musical language to describe and talk about music. Listen to other ideas about music, respect those ideas and feelings. Continue to realise/understand and show low pulse, rhythm and pitch fit together. Perhaps some of the other dimensions too. 	<p>Sing in tune within a limited pitch range and continue to understand:</p> <ul style="list-style-type: none"> How to work together as part of a group and with their friends, developing the confidence to sing alone. The importance of warming up their voices and to establish a good singing position. How to perform a song stylistically and as musically as you can. How to sing with a good sense of the pulse internally and sing together and in time with the group. Perhaps sing in two parts. How to follow a leader/conductor with confidence. 	<ul style="list-style-type: none"> Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. Explore standard notation: (yr 3) recorders B,A G (yr 4) ukulele 3-5 chords (C, F, G7, Am, G) Read and perform pitch notation within a range. Follow and perform simple rhythmic scores to a steady beat: maintain Apply spoken word to rhythms, understanding how to link each syllable to one musical note.



Nash Mills CofE Primary School
Curriculum Progression Document
Music

Skills

Knowledge

Vocabulary

	<ul style="list-style-type: none"> Have a deeper understanding of how pulse, rhythm and pitch, dynamics and tempo work together and are sprinkled through songs / music. 			
UKS2	<ul style="list-style-type: none"> Find and internalise the pulse on your own and with ease. Demonstrate how you find/feel the pulse, with ease. Demonstrate a fast and slow pulse. Understand and demonstrate confidently how pulse, rhythm and pitch work together – copy a simple rhythm over the pulse and sing/play back over the Games Track in time. Clap/play rhythms/copy one to two note pitches confidently and create their own rhythm when asked. Lead others if asked. Have a deeper understanding of how pulse, rhythm and pitch, dynamics and tempo work together and are sprinkled through songs/music. 	<ul style="list-style-type: none"> Continue to identify musical styles through learning about their style indicators and the instruments played. Some will be learnt again in greater depth. Find the pulse confidently and innately, of the music they are listening to and understand what that means. Use accurate musical language confidently and with understanding to describe and talk about music. Listen to other ideas about music, respect those ideas and feelings. Continue to realise / understand / explain / give examples and show how pulse, rhythm and pitch fit together. Include tempo, dynamics, timbre, texture and structure if possible. 	<ul style="list-style-type: none"> Understand how to work together as part of a group and in an ensemble or, as a soloist. Continue to understand the importance of warming up your voice and to establish a good singing position. Perform and interpret a song stylistically and as musically as you can. Sing with a good sense of the pulse internally and sing together and in time with the group. Understand the importance of clear diction and tuning. Follow a leader/conductor with confidence and ease, understand why and how the ensemble works/fits together. Perhaps lead the group yourself? 	<ul style="list-style-type: none"> Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. Explore standard notation Follow and perform rhythm scores Read and perform pitch notation within an octave (eg C–C'/do–do).

	Playing and Creating			
	Instruments	Improvisation	Composing	Perform
Nursery	<ul style="list-style-type: none"> Play instruments with increasing control to express their feelings and ideas. Explore collections of materials with similar and/or different properties. Create their own songs, or improvise a song around one they know. 			
Reception	<ul style="list-style-type: none"> Play instruments with increasing control to express their feelings and ideas. Explore collections of materials with similar and/or different properties. Create their own songs, or improvise a song around one they know. 			
KS1	<ul style="list-style-type: none"> Begin to play a classroom instrument as part of a group/ensemble and as part of the song that is being learnt. Move between differentiated parts as required using a sound-before-symbol approach. Learn to stop/start and respond to basic musical cues from the leader/conductor. Learn how to treat your instrument with respect and how to play it correctly. Play as part of your ensemble/group with a sound-before-symbol (by ear) approach. 	<ul style="list-style-type: none"> Explore and create simple musical sounds with voices and instruments within the context of the song being learnt. Begin to understand through activity, that then you improvise you make up your own tune (or rhythm) using one or two notes, or you can sing. An improvisation is not written down or notated. If written down in any way or recorded, it becomes a composition. Improvise using very simple patterns on your instrument and/or voice. Create your own simple rhythmic patterns that lead to melodies in a group or a solo situation. Start to perform your own rhythms and melodies with confidence and understanding in the group. Start improvising using one or two notes. 	<ul style="list-style-type: none"> Create your own very simple melodies (usually in a group) within the context of the song that is being learnt. Create compositions using one or two notes, increasing to three notes if appropriate. Record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video, ICT. Musically demonstrate a very simple understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music eg getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch). Begin to recognise/identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way we will remember it. 	<ul style="list-style-type: none"> Start to work together as part of an Ensemble / band. Remember the importance of starting and ending together. Try to follow the conductor/band leader. Perform what you have learnt to other people. Play your instrument, improvise and play your compositions as part of this performance and with as much confidence as possible. Perform with some understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together. Practise, rehearse and present performances with some awareness of an audience. Begin to realise that performance can influence how music is presented. Try to communicate your ideas, thoughts and feelings through simple musical demonstration.



Nash Mills CofE Primary School
Curriculum Progression Document
Music

Skills

Knowledge

Vocabulary

				<ul style="list-style-type: none"> Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others.
LKS2	<ul style="list-style-type: none"> Continue to play a classroom instrument as part of a group/ensemble and as part of the song you are learning. Play with more knowledge, confidence and ease. Move between differentiated parts as required using a sound-before-symbol approach. Use notation if appropriate. Continue to respond to basic musical cues from the leader/conductor. Follow the leader confidently. Continue to treat your instrument with respect and care and to play it correctly. Play more confidently as part of your ensemble/group with a sound-before-symbol (by ear) approach or, with notation if appropriate. 	<ul style="list-style-type: none"> Continue to explore and create simple musical sounds with voices and instruments within the context of the song being learnt. Deepen your understanding through activity, that when you improvise you make up your own tune (or rhythm) using one, two or three notes, or you can sing. Continue to improvise using very simple patterns on your instrument and/or voice. Continue to create your own simple rhythmic patterns that lead to melodies in a group or a solo situation. Continue to perform your own rhythms and melodies with confidence and understanding in the group. Improvise using two notes with confidence. 	<p>Compose a section of music that can be added to a performance of a song.</p> <ul style="list-style-type: none"> Continue to create your own more complex melodies (usually in a group) within the context of the song that is being learnt. Move beyond composing using two notes, increasing to three notes if appropriate. Record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video, ICT. Musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music eg getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch), faster (tempo), slower (tempo). Continue to recognise/identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way we will remember it. 	<ul style="list-style-type: none"> Present a musical performance of a song or piece of music to an audience, demonstrating the historic, stylistic knowledge and understanding of the song/piece through the performance. Perform what you have learnt to other people. Play your instrument, improvise and play your compositions as part of this performance and with as much confidence and accuracy as possible. Perform with a deeper understanding. A performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together. Practise, rehearse and present performances with awareness of an audience. Begin to realise that performance can influence how music is presented. Try to communicate your ideas, thoughts and feelings through simple musical demonstration. Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others.
UKS2	<ul style="list-style-type: none"> Continue to play a classroom instrument (or band instrument) as part of a group / ensemble and as part of the song you are learning. Play with more knowledge, confidence, ease and enjoyment. Move between differentiated parts as required using a sound-before-symbol approach. Use notation if appropriate. Demonstrate confidence and fluency when playing your instrument in a solo or ensemble context. Continue to treat your instrument with respect and care and to play it correctly. Play more confidently as part of your ensemble/group with a sound-before-symbol (by ear) approach or, with notation 	<ul style="list-style-type: none"> Continue to explore and create musical improvisations with voices and instruments within the context of the song being learnt. Deepen your understanding through activity, that when you improvise you make up your own tune (or rhythm) using one, two or three notes, or you can sing. Continue to improvise using simple patterns on your instrument and/or voice. Continue to create your own more complex rhythmic patterns that lead to melodies in a group or a solo situation. Continue to perform your own rhythms and melodies with confidence and understanding in the group. Improvise using up to three or more notes with greater confidence. 	<p>Compose a section of music that can be added to a performance of a song.</p> <ul style="list-style-type: none"> Confidently create your own melodies within the context of the song that is being learnt and do this with deeper understanding. Move beyond composing using two notes, increasing to three notes then five if appropriate. Use voice, sounds, technology and instruments in creative ways. Record the composition in any way appropriate. Continue to musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate. Recognise and musically and/or verbally demonstrate awareness of a link between shape and pitch using notations if appropriate. 	<ul style="list-style-type: none"> Present a musical performance of a song or piece of music to an audience, demonstrating the historic, stylistic knowledge and understanding of the song/piece, through the performance. Perform what you have learnt to your audience. Play your instrument, improvise and play your compositions as part of this performance and with as much confidence and accuracy as possible. Perform with a deeper understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together. Practise, rehearse and present performances with awareness of an audience. Begin to realise that performance can influence how music is presented. Communicate your ideas, thoughts and feelings through simple musical demonstration. Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others.



Nash Mills CofE Primary School
Curriculum Progression Document
Music

Skills

Knowledge

Vocabulary

Vocabulary		
Vocab by Year Group	Nursery	High, low, fast, slow, long, short, loud, quiet
	Reception	Pulse, rhythm, pitch , high sounds, low, sounds, perform, unison, phrase.
	Year 1	Pulse, rhythm, pitch , rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.
	Year 2	Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch , improvise, compose, audience, question and answer, melody, dynamics, tempo , perform/performance, audience, rap, Reggae, glockenspiel.
	Year 3	Structure , intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics , bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure , electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.
	Year 4	Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure , improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality, ukulele, chord, tuner, fretboard
	Year 5	Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure , Swing, tune/head, note values, note names, Big bands, pulse, rhythm , solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture , Soul, groove, riff, bass line, brass section, harmony, melody.
	Year 6	style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music , Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, J azz, improvise/ improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.
<p>Inter-related dimensions of music (dynamics):</p> <ul style="list-style-type: none">PULSE: the steady beat of a piece of a piece of musicPITCH: the melody and the way the notes change from low to high and vice versa.RHYTHM: or duration is the pattern of long and short sounds in a piece of musicDYNAMICS: Loud and softTEMPO: Fast and slowTIMBRE: The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments)TEXTURE: Layers of sound (number of instruments or voices playing together)STRUCTURE: The way the music is laid out –e.g. Verse, chorus, verseNOTATION: The link between sound and symbol		