

MUSIC KNOWLEDGE AND SKILLS PROGRESSION

Pillars of progression in Music		
<p>Technical: refers to the techniques musician develop and apply (eg posture, hand-body movements and understanding the software used in music technology).</p> <p>Constructive: knowing how music works (eg knowledge and understanding of scales, chords, keys). Within this pillar, pupils learn how to deconstruct music when analysing it (eg dynamics, pitch, timbre, duration), and to construct music when creating new music during composition.</p> <p>Expressive: knowing music's provenance (its history, culture, geography, social context, purpose and meaning). Knowing how music elements work together in inter-related ways to give musical expression. Combines knowledge from the technical and constructive pillars as pupils learn to give music personal meaning.</p>		
Types of knowledge in Music		
<p>Tacit: Knowledge gained through experience. Pupils may not be aware of knowing, such as recognising the style of music without explicit knowledge of its defining features.</p>	<p>Procedural: The know-how of music- knowing how to play an instrument. Procedural depends on pupils learning procedures to automaticity. Can be prone to cognitive overload.</p>	<p>Declarative: Refers to the facts about music: eg notation, key, chords, works and songs. Can be difficult to achieve and requires planning for how pupils will learn and memorise content.</p>

Listening						
<p>Core outcomes</p>	<p>Listen to a piece of music, identify if it is fast or slow, happy or sad. State what they like or dislike about a piece of music. Show an understanding of pulse/beat. Respond to the pulse/beat of a piece of music. Can compare different pitches.</p>	<p>Describe how an instrument has been used to represent a sound or object (e.g. a flute for a bird or a drum for thunder). Begin to recall sounds. Explain what they like or dislike about a piece of music and why. Respond to pitch changes in music. Understand that the speed of the beat can change, creating a faster or slower pace (tempo).</p>	<p>Recognise changes in the music, using words like 'pitch' (high/low), 'timbre' (sound quality), 'dynamics' (loud or soft) and 'tempo' (fast or slow). Compare and contrast two pieces of music on the same theme. Listen to music from different periods in history.</p>	<p>Describe how a piece of music makes them feel, making an attempt to explain why. Recall sounds with increasing aural memory. Appreciate and listen to music drawn from different traditions, cultures and composers.</p>	<p>Explain how different musical elements (pitch, tempo, rhythm, melody and dynamics) have been used to create mood and effects. Appreciate and understand high quality music, both live and recorded. Recognise and describe music and musical instruments from different periods in history.</p>	<p>Identify and explore the relationship between sounds and how different meanings can be expressed through sound and music. Listen to and comment on the work of musicians and composers, indicating own preferences. Explain the influence of historical events on music.</p>

Vocab	Pulse, beat, rhythm	Pulse, beat, rhythm, tempo, dynamics	Previous vocab Timbre	Previous vocab Melody, harmony	Previous vocab Duration, ensemble	
Threads of learning	Revisit and consolidate previous vocabulary in new learning. Pupils can listen and appreciate a wide range of music, making thoughtful comments using musical vocabulary (eg on influences, moods).					
Performing and singing						
Core outcomes	Perform with awareness of others (e.g. take turns in a performance and sing/play with peers). Sing with a sense of shape and melody. Understand pitch and can demonstrate in singing. Perform and keep to rhythms.	Use own voice in different ways, including speaking, singing and chanting for different effects. Use own voice in different ways, including using a loud or soft voice, and sing simple repeated phrases.	Perform their own part with increased control or accuracy when singing or playing both tuned and untuned instruments. Sing songs confidently both solo and in groups.	Perform significant parts from memory and from notation, either on a musical instrument or vocally. Maintain a simple part within an ensemble.	Maintain own part in a performance with confidence, accuracy and an awareness of what others are playing. Maintain a more complex part within an ensemble (e.g. sing in a round or use harmony).	Take the lead in performances and provide suggestions to others. Identify how sounds can be combined and used expressively layering sounds and singing in tune with other performers.
Vocab	Perform, performance, rehearse, pitch, chant		Control, accuracy, tuned and untuned instruments		Ensemble, layering sounds	
Threads of learning	Revisit and consolidate previous vocabulary in new learning. Pupils can expressively sing and perform complex pieces in various roles within an ensemble or individually.					
Notation						
Core knowledge			Know and define pitch, rhythm, pulse and tempo. Know what a graphic score is.	Know minim, crotchet, paired quavers and rests.	Start to know semibreves, minims, crotchet rests, paired quavers and semiquavers. Know the difference between 2/4, 3/4, 4/4 time signature.	Know differences between semibreves, minims, crotchets, quavers, semiquavers and their equivalent rests.
Core outcomes	Copy a simple rhythm by clapping or using percussion. Begin to represent sounds with drawings.	Can group beats and identify beat groupings in familiar music. Identify the different between rhythm and pulse. Follow a simple piece of written rhythmic notation.	Create and repeat extended rhythmic patterns, vocally or by using clapping. Use written symbols both standard and invented to represent sounds.	Create and repeat extended rhythmic patterns, using a range of percussion and tuned instruments. Follow a basic melody line, using standard notation.	Read and perform pitch notation within an octave. Read and play short rhythmic phrases. Play melodies on tuned percussion, melodic instruments or keyboards. Understand how triads are formed and play.	Read and perform pitch notation within an octave more confidently. Read and play scores that contain up to 4 parts confidently. Play a melody following staff notation written on one stave.

		Carefully choose instruments to combine layers of sound, showing awareness of the combined effect. Recognise pitch in dot notation		Read and perform pitch notation within a defined range. Develop instrumental performance using notation.	Develop the skill of playing by ear.	Accompany melodies using block chords or bass line. Engage with others through ensemble playing.
Vocab	Rhythm	Pace, volume, emotion.	Pitch, rhythm, pulse, tempo, graphic score	Minim, crotchet, paired quavers, rests, major, minor, time signature, graphic symbols	Semibreves, minims, crotchet rests, paired quavers, semiquavers, time signatures, triads	Staves, treble clef, bass clef Consolidate previous
Threads of learning	Revisit and consolidate previous vocabulary and notation in new learning. Pupils can confidently follow and create short pieces of music using notation and time signatures.					
Composition						
Core outcomes	Make sounds in different ways, including hitting, blowing and shaking.	Create rhythms using words and phrases. Identify the difference between rhythm and pulse. Follow a simple piece of written rhythmic notation. Carefully choose instruments to combine layers of sound, showing awareness of the combined effect. Create and perform chanted rhythms.	Use standard and invented symbols to represent sounds. Become more skilled in improvising. Compose known rhythmic notations to create new. Compose song accompaniments using known rhythms and note values.	Shape composition, considering dynamics, timbre and tempo. Improvise on a limited range of pitches. Arrange individual notation of known value to create 2, 3 or 4 beat bars. Create compositions for a purpose (eg film clip).	Experiment with and improvise including a wider range of dynamics. Compose melodies made from pairs of phrases in either C major or A minor. Use chords to compose music to evoke a specific atmosphere.	Compose a piece of music based on a theme (e.g. a film or a special event). Create music with multiple sections. Use chord changes. Compose an 8 or 16 beat melodic phrase using pentatonic scale. Compose melodies made from pairs of phrases in either G major or E minor. Compose a ternary piece.
Vocab	Use and apply vocabulary from across subject		Improvise, compose	Major and minor chords	Very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), moderately quiet (mezzo piano)	Pentatonic scale
Threads of learning	Revisit and consolidate previous vocabulary in new learning. Pupils can use improvisation and their previous musical knowledge to compose a piece of music.					