

Sunnyside Primary Academy History Progression of knowledge and skills

	EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
Progression of skills				
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Listening	*Responding to music through	Recognising and understanding the	*Discussing the stylistic features of	*Recognising and confidently
	movement, altering movement	difference	different genres,	discussing the stylistic
	to	between pulse and rhythm.	styles and traditions of music using	features of different genres, styles
	reflect the tempo, dynamics or	*Understanding that different types	musical vocabulary	and traditions of
	pitch	of sounds are	(Indian, classical, Chinese, Battle	music using musical vocabulary.
	of the music.	called timbres.	Songs, Ballads, Jazz).	(South African, West
	Exploring lyrics by suggesting	*Recognising basic tempo, dynamic	Understanding that music from	African, Musical, Theatre, Blues,
	appropriate actions.	and pitch changes	different parts of the	Dance Remix.).
	Exploring the story behind the	(faster/slower, louder/quieter and	world has different features.	*Representing the features of a
	lyrics	higher/lower).	*Recognising and explaining the	piece of music using
	or music.	Describing the character, mood, or	changes within a piece	graphic notation, and colours,
	Listening to and following a	'story' of music they	of music using musical vocabulary.	justifying their choices
	beat	listen to, both verbally and through	*Describing the timbre, dynamic,	with reference to musical
	using body percussion and	movement.	and textural details of a	vocabulary.
	instruments.	Describing the differences between	piece of music, both verbally, and	*Comparing, discussing and
	*Considering whether a piece	two pieces of	through movement.	evaluating music using
	of	music.	Beginning to show an awareness of	detailed musical vocabulary.
	music has a fast, moderate or	Expressing a basic opinion about	metre.	*Developing confidence in using
	slow	music (like/dislike).	*Beginning to use musical	detailed musical
	tempo.	Listening to and repeating short,	vocabulary (related to the	vocabulary (related to the inter-
	Listening to sounds and	simple rhythmic	inter-related dimensions of music)	related dimensions of
	matching	patterns.	when discussing	music) to discuss and evaluate their
	them to the object or	Listening and responding to other	improvements to their own and	own and others'
	instrument.	performers by	others' work.	work.
	*Listening to sounds and	playing as part of a group.	Recognising the use and	Discussing musical eras in context,
	identifying	*Recognising timbre changes in	development of motifs in music.	identifying how they
	high and low pitch.	music they listen to.	*Identifying gradual dynamic and	have influenced each other, and
	Listening to and repeating a	Recognising structural features in	tempo changes within	discussing the impact
	simple	music they *listen to.	a piece of music.	of different composers on the
	rhythm.	Listening to and recognising	Recognising and discussing the	development of musical
	Listening to and repeating	instrumentation.	stylistic features of	styles.
	simple	*Beginning to use musical	different genres, styles and	Recognising and confidently
	lyrics.	vocabulary to describe	traditions of music using	discussing the stylistic
	Understanding that different	music.		

	instruments make different sounds	Identifying melodies that move in steps. Listening to and repeating a short, simple melody by ear. Suggesting improvements to their own and others' work.	musical vocabulary (Samba, Rock and Roll). Identifying common features between different genres, styles and traditions of music. *Recognising, naming and explaining the effect of the interrelated dimensions of music. *Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. *Using musical vocabulary to discuss the purpose of a piece of music. *Using musical vocabulary (related to the inter-related dimensions of music) when discussing	features of music and relating it to other aspects of the Arts (Pop art, Film music). *Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. Identifying the way that features of a song can complement one another to create a coherent overall effect. *Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. *Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and
Composing	Playing untuned percussion 'in time' with a piece of music. Selecting classroom objects to use as instruments. Experimenting with body percussion and vocal sounds to respond to music. Selecting appropriate instruments to represent action and mood. Experimenting with playing instruments in different ways.	Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Combining instrumental and vocal sounds within a given structure. Creating simple melodies using a few notes. *Choosing dynamics, tempo and timbre for a piece of music. Creating a simple graphic score to represent a	Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing). Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). *Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.	evaluate their own and others work. Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). Improvising coherently within a given style. *Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. Using staff notation to record rhythms and melodies.

Porforming	Using their voices to join in	composition Beginning to make improvements to their work as suggested by the teacher. Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. *Successfully combining and layering several instrumental and vocal patterns within a given structure. Creating simple melodies from five or more notes. *Choosing appropriate dynamics, tempo and timbre for a piece of music. Using letter name and graphic notation to represent the details of their composition. Beginning to suggest improvements to their own work.	*Suggesting and implementing improvements to their own work, using musical vocabulary. Composing a coherent piece of music in a given style with voices, bodies and instruments. Beginning to improvise musically within a given style. Developing melodies using rhythmic variation, transposition, inversion, and looping. *Creating a piece of music with at least four different layers and a clear structure. *Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions. *Suggesting improvements to others' work, using musical vocabulary.	*Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. Suggesting and demonstrating improvements to own and others' work. Improvising coherently and creatively within a given style, incorporating given features. Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments. Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. *Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. Recording own composition using appropriate forms of notation and/or technology and incorporating. *Constructively critique their own and others' work, using musical vocabulary.
Performing	Using their voices to join in with well-known songs from memory. Remembering and maintaining their role within a group performance.	Using their voices expressively to speak and chant. Singing short songs from memory, maintaining the overall shape of the melody and keeping in time. Maintaining the pulse (play on the beat) using	accuracy and control, demonstrating developing vocal technique. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.	inging songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. *Working as a group to perform a piece of music,

instruction to perform actions. Participating in performances to a melodic phrases small audience. Stopping and starting playing at the right time. Performance. Copying betwee of basic dynamics (loud and quiet). Singing short songs from memory, with necuracy and awareness of their part in the group. Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. Performing expressively using dynamics and timber to alter sounds as appropriate. Singing short melodic patterns by aza and playing short melodic patterns from letter notation. The History of Music (KS2) In the History of Music (KS2		Moving to music with	hands, and tuned and untuned	*Performing from basic staff	adjusting dynamics and pitch
Participating in performances to a small audience. Stopping and starting playing at the right time. Performing from graphic notation. *Using their voices sepressively when singing, including the use of basic dynamics (Joud and quiet). Singing short songs from memory, with melodic and rhythmic accuracy, copying longer rhythmic performance. *Performing sepressively with melodic and rhythmic accuracy. Copying longer rhythmic personness in instruments, keeping a steady pulse. *Performing expressively using dynamics and timbre to alter sounds as appropriate. Singing base short melodic patterns by ear and playing short melodic patterns by ear and playing short melodic patterns by ear and playing short melodic patterns from letter notation. The History of Music (KS2) Participating in performance. *Responding to simple musical instructions such as temporal dynamic changes as part of a class open formance. *Performing expressively using dynamics and timbre to alter sounds as appropriate. *Singing base short melodic patterns by ear and playing short melodic patterns from letter notation. The History of Music (KS2) Performing in performances. *Performing expressively using dynamics and timbre to alter sounds as appropriate. *Singing base short melodic patterns from letter notation. Performing the use of basic dynamics and timbre to alter sounds as appropriate. *Singing base short melodic patterns by ear and playing short melodic patterns from letter notation. Performing the sounds as appropriate. *Singing base short melodic patterns from letter notation. Performing the form the group. *Performing with accuracy and fluency. *Singing base in the curracy, control of the serving and single start in the group. *Performance. *Playing a simple chord progression with accuracy and text promoting the dynamic changes. *Singing and playing in time with accuracy and text promoting and to the proposal progression with accuracy and text promoting and to the proposal progression with accuracy and text promoting and to the proposa		instruction	instruments.	notation, incorporating	according to a graphic
on percussion instruments. *Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance. Performing from graphic notation. *Using their voices expressively when singing, including the use of basic dynamics (foud and quier). Singing short songs from memory, with melodic and rhythmic accuracy. Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. *Performing expressively using dynamics and timbre to after sounds as appropriate. Singing back short melodic patterns by ear and playing short melodic patterns from letter notation. The History of Music (KS2)		to perform actions.	Copying back short rhythmic and	rhythm and pitch and being able to	score, keeping in time with others
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Progression of knowledge			music using musical vocabulary. (Also part of the Listening strand)	*Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. (Also part of the Listening strand)
Interrelated dimensions of musi	r.			
Pitch	To understand that what 'high' and 'low' notes are.	To understand that pitch means how high or low a note sounds. To understand that 'tuned' instruments play more than one pitch of notes. To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches. To understand that a melody is made up from high and low pitched notes played one after the other, making a tune.	To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad. To know that some traditional music around the world is based on five-notes called a 'pentatonic' scale. To understand that a pentatonic melody uses only the five notes C D E G A. To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll. To know that a glissando in music means a sliding effect played on instruments or made by your voice. To know that 'transposing' a melody means changing its key, making it higher or lower pitched.	To understand that a minor key (pitch) can be used to make music sound sad. To understand that major chords create a bright, happy sound. To know that a 'bent note' is a note that varies in its pitch, eg the pitch may slide up or down. To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made. To know that the Solfa syllables represent the pitches in an octave. To understand that 'major' key signatures use note pitches that sound cheerful and upbeat. To understand that 'minor' key signatures use note pitches that can suggest sadness and tension. To know that a melody can be adapted by changing its pitch.
Duration	To recognise that different sounds can be long or short.	To know that rhythm means a pattern of long and short notes.	To know that different notes have different durations, and that crotchets are worth one whole beat.	To know that 'poly-rhythms' means many different rhythms played at once.

		To know that 'duration' means how long a note, phrase or whole piece of music lasts. To know that the long and short sounds of a spoken phrase can be represented by a rhythm.	To know that written music tells you how long to play a note for. To know that combining different instruments playing different rhythms creates layers of sound called 'texture'. To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed. To know that a motif in music can be a repeated rhythm.	To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score. To understand that all types of music notation show note duration, including the Kodaly method which uses syllables to indicate rhythms. To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly. To know that a quaver is worth half a beat.
Dynamics	To understand that instruments can be played loudly or softly.	To know that dynamics means how loud or soft a sound is. To understand that sounds can be adapted to change their mood, eg through dynamics. To know that dynamics can change the effect a sound has on the audience.	To know that the word 'crescendo' means a sound getting gradually louder. To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.	To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made. To know that a melody can be adapted by changing its dynamics.
Tempo	To recognise music that is 'fast' or 'slow'. To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.	To know that the 'pulse' is the steady beat that goes through music. To know that tempo is the speed of the music. To understand that the tempo of a musical phrase can be changed to achieve a different effect.	To know that playing in time means all performers playing together at the same speed.	To understand that a slow tempo can be used to make music sound sad. To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made. To know that a melody can be adapted by changing its dynamics, pitch or tempo.
Timbre	To know that different instruments can sound like a character.	To know that 'timbre' means the quality of a sound; eg that different instruments would sound different playing a	To understand that the timbre of instruments played affect the mood and style of a piece of music.	To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.

		note of the same pitch. To know that my voice can create different timbres to help tell a story. To know that musical instruments can be used to create 'real life' sound effects. To understand an instrument can be matched to an animal noise based on its timbre.	To know that grouping instruments according to their timbre can create contrasting 'textures' in music. To understand that both instruments and voices can create audio effects that describe something you can see.	To know that timbre can also be thought of as 'tone colour' and can be described in many ways eg warm or cold, rich or bright.
Texture	To know that music often has more than one instrument being played at a time.	To know that music has layers called 'texture'. To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.	To know that many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music. To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'. To understand that harmony means playing two notes at the same time, which usually sound good together.	To understand that a chord is the layering of several pitches played at the same time. To know that poly-rhythms means many rhythms played at once. To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change. To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.
Structure	To recognise the chorus in a familiar song.	To know that a piece of music can have more than one section, eg a versed and a chorus. To understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song.	To know that in a ballad, a 'stanza' means a verse. To know that music from different places often has different structural features, eg traditional Chinese music is based on the five-note pentatonic scale. To know that deciding the structure of music when composing can help us create interesting music with contrasting sections. An ostinato is a musical pattern that is repeated over and over; a vocal	To know that a loop is a repeated rhythm or melody, and is another word for ostinato. To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords. To know that a chord progression is a sequence of chords that repeats throughout a song. To know that a 'theme' in music is the main melody and that 'variations' are when this melody has been changed in some way.

			ostinato is a pattern created with your voice. To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music	
Notation	To know that signals can tell us when to start or stop playing.	To understand that music can be represented by pictures or symbols. To know that 'notation' means writing music down so that someone else can play it I know that a graphic score can show a picture of the structure and / or texture of music.	To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play. To know that 'performance directions' are words added to music notation to tell the performers how to play.	To know that simple pictures can be used to represent the structure (organisation) of music. To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note. To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'. To know that chord progressions are represented in music by Roman numerals.