

High View Primary School: Progression of Knowledge in Music

FOUNDATION STAGE				
GENRES/ VOCAB	Listen and respond	Explore and create	Singing (Singing/playing instruments)	Share and perform
<p>Genres: Nursery rhymes</p> <p>EYFS curriculum specific objectives</p>	<p>In each step there is option to listen and respond to a different song or piece of music in a different style. Use this music to inspire imaginative movement, initially free and child-led movement but start to teach the children to follow and copy instruction. The children will begin to respond verbally and with movement.</p> <p>Listen with increased attention to sounds.</p>	<p>Reception is where we start our integrated approach to musical learning, laying down the foundations for KS1 and KS2 where we learn more about the interrelated dimensions of music (pulse, rhythm, pitch and tempo, dynamics, timbre, structure, texture), singing and playing instruments and that they are all linked.</p> <p>Games Internalise the song and learn about the dimensions of music through games, use the games track/s provided. (The games track is always the backing track of one of the songs to be learnt or listened to. It gives a context in which to learn about pulse, rhythm, pitch and other dimensions of music. You cannot clap a rhythm if there is no understanding of pulse etc.). Make sure that each game leads easily into the next. Build in a sprinkling of the other dimensions as appropriate. Use the games track throughout the whole of the pulse/rhythm/pitch games. Keep the session imaginative, fun and lively at all times, use a combination of teacher-led and child-initiated activities. Make sure that all children are fully engaged and that they are enjoying themselves. Remember that music is repetition and skills based. Classroom instruments are incorporated into the games as the Units progress.</p>	<p>In each Unit of Work the children will have the option to learn four nursery rhymes and two action songs.</p> <p>The on-screen resource will assist with listening and learning to sing the nursery rhymes and action songs with Kim and Chris (Charanga session singers). A flexible approach gives the teacher the option to listen to, learn and/or sing along with the songs.</p> <p>There are different ways to learn each song in the "Learn to Sing the Song" section of the on-screen resource - you decide how this will work for your children. The words of the songs are highlighted on the screen for you to use if you choose - most children will not be able to read them at the start of the year. As the year progresses, there will be option to use classroom instruments along with the correct note/s to use.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p>Anything that has taken place within the lesson. Perhaps record the process for fun and tracking/assessment purposes.</p> <p>Create their own songs, or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>
<p>Speak, happy, instrument, sing, sad, create, soft, loud, high, rhyme, voice, low, music, quiet, sound</p> <p>Beat, volume</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs.</p>			
FOUNDATION STAGE - Assessment				
GENRES/ VOCAB	Listen and respond	Explore and create	Singing (Singing/playing instruments)	Share and perform
<p>Children at expected level . . .</p> <ul style="list-style-type: none"> ● Should respond to music, inventing their own ways to find the pulse. Some children will be able to play the pulse on an instrument. 	<p>Children at expected level will ...</p> <ul style="list-style-type: none"> ● Enjoy listening to the music and respond through dancing or other movement. ● Enjoy listening to the music and responding to different speeds through dancing or other movement. ● Recognise and name some of the characters and stories in the songs. ● Invent imaginary characters through movement or dancing. 	<p>Children at expected level will ...</p> <ul style="list-style-type: none"> ● Find the pulse in different ways and show this through actions eg marching, jumping, moving like a character from the song. ● Copy back the rhythm of their name. ● Copy back a rhythm from the words of the song. ● Copy sounds they can hear to distinguish high-pitched sounds from low-pitched sounds. ● Copy phrases from the songs to discuss high-pitched sounds from low-pitched sounds. ● Play a pitched note or sound in 	<p>Children at expected level will ...</p> <ul style="list-style-type: none"> ● Learn to sing the song in unison with support. ● Add actions or substitute a word in some sections. 	<p>Children at expected level will ...</p> <ul style="list-style-type: none"> ● Choose one of the songs and perform it with any actions you have created. ● Listen back to the performance.

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	<ul style="list-style-type: none"> ● Enjoy listening and dancing to funk music. (unit specific) 	<p>time with the pulse.</p> <ul style="list-style-type: none"> ● Play a 1-note pattern in time with the pulse. ● Play the pulse with a pitched note or untuned percussion instrument. ● Add one pitched sound to the rhythm of words and short phrases from the song. 		
<p>Children at Greater depth will ...</p> <ul style="list-style-type: none"> ● Others will clap or play their own one or 2-note patterns. 	<p>Children at Greater depth will ...</p> <ul style="list-style-type: none"> ● Find the pulse naturally ● Others will be able to talk about funk music. 	<p>Children at Greater depth will ...</p> <ul style="list-style-type: none"> ● Enjoy thinking up and sharing their own ideas for actions. ● Clap the name of a friend for others to copy. ● Clap some of the words from the song for others to copy. ● Choose one phrase from the song and have a go at clapping the rhythm. ● Clap a whole line of the song. ● Enjoy finding and moving the pitch of their voices. ● Enjoy exploring the pitch of their voices. ● Enjoy finding a pattern on the instrument. ● Enjoy inventing a 2-note repeated pattern. ● Enjoy playing and experimenting with 2-note or 3-note patterns. 	<p>Children at Greater depth will ...</p> <ul style="list-style-type: none"> ● Enjoy singing a song from memory. 	<p>Children at Greater depth will ...</p> <ul style="list-style-type: none"> ● Enjoy the challenge of performing with just the backing track and adding actions to the songs.

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GENRES AND VOCABULARY	Listen and Appraise	Musical activities				PERFORM AND SHARE	
		Games	Singing	Playing	Improvisation		Composition
GENRES	YEAR 1 - Learning						
<p>Old school hip hop Reggae, classical, pop, blues, baroque, latin, bangra, folk, irish, funk, big band, jazz, show tunes, western, classical</p>	<p>The children will begin to recognise very basic style indicators and start to recognise different instruments.</p> <ul style="list-style-type: none"> • Have fun finding the pulse together and start to understand what pulse is/does/means etc. • Start to use correct musical language during discussion and when describing feelings. • They will begin to recognise the sound of the musical instruments used. • Basic musical structure. • The purpose of the song and context within history. • How music makes them feel. • About the dimensions of music and how they fit into music: pulse - a steady beat, simple rhythm patterns, pitch, texture, tempo, dynamics. 	<p>Within the context of the song being learnt, the children will begin to embed the foundations of the dimensions of music (pulse, rhythm and pitch) by playing Warm-up Games:</p> <ul style="list-style-type: none"> • Have fun finding the pulse together. • Copy back simple rhythms, clapping. • Copy back simple rhythms related to animals, food etc. • Rhythm copy back - It's Your Turn! Create your own simple rhythms. • Pitch copy back including vocal warm-ups. Using voices and related to the song you are learning. 	<p>Sing within a limited pitch range and begin to understand:</p> <ul style="list-style-type: none"> • The importance of working together in an ensemble or as part of a group. • How important it is and why we warm up our voices. • How to join in and stop as appropriate - learn how to follow a leader/conductor. • How melody and words should be interpreted. • How to sing with good diction. • How to perform with a good sense of pulse and rhythm. 	<ul style="list-style-type: none"> • Start to learn to play together in a band or ensemble. • Join in and stop as appropriate. • Start to respond to simple musical cues such as starting and stopping etc. • Learn how to follow a leader/conductor. • Play and move between differentiated parts with a sound-before-symbol approach, according to ability. • Learn to play your instrument correctly and treat it with respect. 	<p>Using the differentiated improvisation challenges in the Year 1 units you will learn the fundamentals of improvisation and skills will build overtime:</p> <ul style="list-style-type: none"> • Clap and improvise (simple rhythmic patterns). • Copy back. • Question and Answer. • Sing and Improvise (simple patterns). • Copy back using voices. • Question and Answer using voices. • Play and Improvise (simple patterns). • Copy back using instruments. • Question and Answer using instruments. • Improvise! Take it in turns to improvise using one or two notes. 	<ul style="list-style-type: none"> • Begin to understand the differences between composition and improvisation. • Create your own simple melodies within the context of the song that is being learnt. • Compose using one or two notes. • Record the composition in any way appropriate. • Notate music in different ways, using graphic/video, ICT. • Begin to recognise/identify the awareness of a link between shape and pitch using graphic notations. 	<ul style="list-style-type: none"> • Start to perform together in an ensemble/band. • Sing, play, improvise and play back compositions as part of your ensemble/band. • Do all of this in front of an audience. • Learn about performance and building confidence. • Understand about practice. • Record your performance and learn from watching it back.

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	<ul style="list-style-type: none"> • They will start to use correct musical language and describe how the music makes them feel through safe 						
VOCABULARY	YEAR 1 - OUTCOMES						
<p>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.</p>	<ol style="list-style-type: none"> 1. Start to recognise/identify very simple style indicators and different instruments used. 2. March, clap, tap your knees, move to find and internalise the pulse. Begin to understand what it means to find the pulse. 3. Start using basic musical language to describe the music you are listening to and your feelings towards it. 4. Begin to listen, with respect, to other people's ideas and feelings towards the music you have listened to. 5. Discuss simple dimensions of music (pulse, rhythm, pitch, and perhaps tempo and dynamics) and how they fit into the music you are listening to. 	<ol style="list-style-type: none"> 1. Begin to find and internalise the pulse on their own or with support. 2. Try to or demonstrate more confidently how they find/feel the pulse. 3. 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. 4. Clap the rhythm of your name, favourite food, favourite colour etc. 5. Begin to understand how pulse, rhythm and pitch and perhaps dynamics and tempo work together and are sprinkled through songs/music. 	<ol style="list-style-type: none"> 1. Begin to understand working together as part of a group and with their friends, gradually developing the confidence to sing alone. 2. Begin to understand the importance of warming up their voices and to establish a good singing position. 3. Start to consider that words mean something and how they work together with the music. 4. Sing with a good sense of the pulse internally and try to sing together with the group. 5. Stop and start as appropriate, begin to follow a leader/conductor. 	<ol style="list-style-type: none"> 1. Begin to play a classroom instrument as part of a group/ensemble and as part of the song that is being learnt. 2. Move between differentiated parts as required using a sound-before-symbol approach. 3. Learn to stop/start and respond to basic musical cues from the leader/conductor. 4. Learn how to treat your instrument with respect and how to play it correctly. 5. Play as part of your ensemble/group with a sound-before-symbol (by ear) approach. 	<ol style="list-style-type: none"> 1. Explore and create simple musical sounds with voices and instruments within the context of the song being learnt. 2. Begin to understand through activity, that when 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. 3. Improvise using very simple patterns on your instrument and/or voice. 4. Create your own simple rhythmic patterns that lead to melodies in a group or a solo situation. 5. Start to perform your own rhythms and melodies with confidence and understanding in the group. Start improvising using one or two notes. 	<ol style="list-style-type: none"> 1. Create your own very simple melodies (usually in a group) within the context of the song that is being learnt. 2. Create compositions using one or two notes, increasing to three notes if appropriate. 3. Record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video, ICT. 4. 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). 5. 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 	<ol style="list-style-type: none"> 1. 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. 2. 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. 3. 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. 4. 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

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							musical demonstration. 5. Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others.
YEAR 1 - ASSESSMENT							
	Listen and Appraise	Musical activities					Perform and Share
		Games	Singing	Playing	Improvisation	Composition	
	Children at expected level will ... Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music Recognise and name two instruments they hear. Identify five different musical styles and move to the pulse of each style	Children at expected level will ... ● March in time with the pulse. ● Be an animal finding the pulse and copy actions on the screen ● Use their imagination to find the pulse ● Copy and clap back the rhythms they hear. ● Clap the rhythm of their name over the track. ● Clap the rhythm of varying words (unit dependent)	Children at expected level will ... ● Rap and sing in time to the music ● Start to understand that pitch is high and low sounds. ● Together and in time, in all the different styles. ● In unison and in two parts.	Children at expected level will ... ● Play accurately and in time as part of the performance. ● Most will play using key note (unit dependent)	Children at expected level will ... ● Improvise in the lessons and as part of the performance. ● Most will improvise using key note (unit dependent)	Children at expected level will ... ● Compose a simple melody using simple rhythms, and use as part of the performance. ● Most will compose using key note (unit dependent).	Look back at the recorded performance with the class. What did the children like best? How did they feel about it. How did they feel during the performance?
	Children at Greater depth will ... Others will find the pulse to any other unit songs. Recognise and name more than 2 instruments they hear:	Children at Greater depth will ... ● Create their own rhythm for others to copy	Children at Greater depth will ... ● Lead the groups that are rapping and singing	Children at Greater depth will ... ● Some will play using key note plus additional harmonising notes (unit dependent)	Children at Greater depth will ... ● Some will improvise using key note plus additional harmonising notes (unit dependent)	Children at Greater depth will ... ● Some will compose using key note plus additional harmonising notes (unit dependent)	
GENRES		YEAR 2 - LEARNING					
South African Music, pop, funk, big band/jazz, rock, reggae, show tunes, western, classical	The children will begin to recognise very basic style indicators and start to recognise different instruments. Styles include: South African, Rock, Reggae, Early	● Within the context of the song being learnt, the children will begin to embed the foundations of the dimensions	Sing within a limited pitch range and deepen their understanding of: ● The importance of working	● Continue to learn to play together in a band or ensemble. ● Join in and stop as appropriate and more confidently.	Using the differentiated improvisation challenges in the Year 2 units, you will deepen your knowledge of the fundamentals of	● Continue to explore and understand the differences between composition and improvisation. ● Continue to create your own simple	● Continue to learn how to perform together in an ensemble/band. ● Sing, play, improvise and play back

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	<p>Classical, 20th Century Contemporary Classical.</p> <ul style="list-style-type: none"> ● Have fun finding the pulse together and start to understand what pulse is/does/means etc. ● Start to use correct musical language during discussion and when describing feelings. ● They will begin to recognise the sound of the musical instruments used. ● Basic musical structure. ● The purpose of the song and context within history. ● How music makes them feel. ● About the dimensions of music and how they fit into music: pulse - a steady beat, simple rhythm patterns, pitch, texture, tempo, dynamics. ● They will start to use correct musical language and describe how the music makes them feel through safe and respectful discussion. 	<p>of music, pulse, rhythm and pitch by playing Warm-up Games.</p> <ul style="list-style-type: none"> ● Continue with beginner games. ● Have fun finding the pulse! ● Copy back simple rhythms with increasing knowledge and confidence. ● Rhythm copy back - It's Your Turn! Create your own simple rhythms with increasing confidence. ● Pitch copy back including vocal warm-ups. Using voices and related to the song you are learning. 	<p>together in an ensemble or as part of a group.</p> <ul style="list-style-type: none"> ● How important it is and why we warm up our voices. ● How to join in and stop as appropriate - learn how to follow a leader/conductor. ● How melody and words should be interpreted. ● How to sing with good diction. ● How to perform with a good sense of pulse and rhythm. 	<ul style="list-style-type: none"> ● Continue to respond to simple musical cues such as starting and stopping. ● Follow a leader/conductor. ● Play and move between differentiated parts with a sound-before-symbol approach, according to ability. ● Continue to learn to play your instrument correctly and treat it with respect. 	<p>improvisation and skills will continue to build overtime:</p> <ul style="list-style-type: none"> ● Clap and improvise (simple rhythmic patterns). ● Copy back. ● Question and Answer. ● Sing and Improvise (simple patterns). ● Copy back using voices. ● Question and Answer using voices. ● Play and Improvise (simple patterns). ● Copy back using instruments. ● Question and Answer using instruments. ● Improvise! Take it in turns to improvise using one or two notes. 	<p>melodies within the context of the song that is being learnt.</p> <ul style="list-style-type: none"> ● Compose using one, two or three notes. ● Record the composition in any way appropriate. ● Notate music in different ways, using graphic/video, ICT. ● Begin to recognise/identify the awareness of a link between shape and pitch using graphic notations. 	<p>compositions as part of your ensemble/band.</p> <ul style="list-style-type: none"> ● Do all of this in front of an audience. ● Learn about performance and building confidence. ● Understand in more depth about practice. ● Record your performance and learn from watching it back.
<p>VOCABULARY</p>		<p>YEAR 2 - OUTCOMES</p>					
<p>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.</p>	<ol style="list-style-type: none"> 1. Try to recognise/identify very simple style indicators and different instruments used. 2. March, clap, tap your knees, move to find and internalise the pulse. Continue to understand what it means to find the pulse. 3. Start using basic musical language to describe the music you are 	<ol style="list-style-type: none"> 1. Continue to learn to find and internalise the pulse on their own or with support. 2. Demonstrate more confidently how they find/feel the pulse. 3. Demonstrate more confidently how pulse, rhythm and pitch work together - copy a simple rhythm over the pulse 	<ol style="list-style-type: none"> 1. Continue to understand how to work together as part of a group and with their friends, gradually developing the confidence to sing alone. 2. Continue to understand the importance of warming up their 	<ol style="list-style-type: none"> 1. Continue to play a classroom instrument as part of a group/ensemble and as part of the song you are learning. 2. Move between differentiated parts as required using a sound-before-symbol approach. 3. Continue to respond to basic musical 	<ol style="list-style-type: none"> 1. Continue to explore and create simple musical sounds with voices and instruments within the context of the song being learnt. 2. Deepen your understanding through activity, so that when you improvise you make up your own tune (or rhythm) using 	<ol style="list-style-type: none"> 1. Continue to create your own very simple melodies (usually in a group) within the context of the song that is being learnt. 2. Move beyond composing using one or two notes, increasing to three notes if appropriate. 3. Record the composition in any way appropriate. Notate music in different ways, using 	<ol style="list-style-type: none"> 1. Continue to work together as part of an ensemble/band. Remember the importance of starting and ending together. Try to follow the conductor/band leader. 2. Perform what you have learnt to other people. Play your instrument, improvise and play your compositions as part of this

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	<p>listening to and your feelings towards it.</p> <p>4. Begin to listen, with respect, to other people's ideas and feelings towards the music you have listened to.</p> <p>5. Discuss simple dimensions of music (pulse, rhythm, pitch, and perhaps tempo and dynamics) and how they fit into the music you are listening to.</p>	<p>and sing back over the Games Track in time.</p> <p>4. Clap the rhythm of their name, favourite food, favourite colour etc confidently and create their own rhythm when asked.</p> <p>5. Show a deeper understanding of how pulse, rhythm and pitch, dynamics and tempo work together and are sprinkled through songs/music.</p>	<p>voices and to establish a good singing position.</p> <p>3. Consider that words mean something and how they work together with the music.</p> <p>4. Sing with a good sense of the pulse internally and try to sing together and in time with the group.</p> <p>5. Stop and start as appropriate, begin to follow a leader/conductor</p>	<p>cues from the leader/conductor.</p> <p>4. Continue to treat your instrument with respect and how to play it correctly.</p> <p>5. Play more confidently as part of your ensemble/group with a sound-before-symbol (by ear) approach.</p>	<p>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.</p> <p>3. Continue to improvise using very simple patterns on your instrument and/or voice.</p> <p>4. Continue to create your own simple rhythmic patterns that lead to melodies in a group or a solo situation.</p> <p>5. Continue to perform your own rhythms and melodies with confidence and understanding in the group. Improvise using one or two notes.</p>	<p>graphic/pictorial notation, video, ICT.</p> <p>4. 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), faster (tempo) and slower (tempo).</p> <p>5. 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.</p>	<p>performance and with as much confidence as possible.</p> <p>3. 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.</p> <p>4. 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.</p> <p>5. Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others.</p>
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YEAR 2 ASSESSMENT

GENRES AND VOCABULARY	Listen and Appraise	Musical activities					PERFORM AND SHARE
		Games	Singing	Playing	Improvisation	Composition	
	<p>Children at expected level will ...</p> <ul style="list-style-type: none"> ● Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of 	<p>Children at expected level will ...</p> <ul style="list-style-type: none"> ● March in time with the pulse. ● Be an animal finding the pulse. 	<p>Children at expected level will ...</p> <ul style="list-style-type: none"> ● Recognise that songs sometimes have a question and answer section and a chorus. 	<p>Children at expected level will ...</p> <ul style="list-style-type: none"> ● Play accurately and in time ● Most will play using key note (unit dependent) 	<p>Children at expected level will ...</p> <ul style="list-style-type: none"> ● In the lessons and the performance. 	<p>Children at expected level will ...</p> <ul style="list-style-type: none"> ● Compose a simple melody using simple rhythms, 	<p>Look back at the recorded performance with the class. What did the children like best? How did they feel about it. How did</p>

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	<p>the music.</p> <ul style="list-style-type: none"> Understand that songs have a musical style. Recognise and name two instruments they hear: 	<ul style="list-style-type: none"> Be a rapper and find the pulse. Know that rhythm is different to the pulse. Copy and clap back rhythms. Clap the rhythm of their name. Clap the rhythm of their favourite colour. 	<ul style="list-style-type: none"> Sing and rap together and in time. Sing and dance together in time and using actions Sing in two parts 		<ul style="list-style-type: none"> Most will improvise using key note (unit dependent) Improvise using words. 	and use as part of the performance.	they feel during the performance?
	<p>Children at Greater depth will ...</p> <ul style="list-style-type: none"> Will find the pulse to any other unit songs. Will understand that songs have a musical style. Recognise and name more than two instruments they hear. Recognise all or many of the instruments they can hear. 	<p>Children at Greater depth will ...</p> <ul style="list-style-type: none"> Create simple rhythms themselves. Create their own rhythms for the class to copy back. 	<p>Children at Greater depth will ...</p>	<p>Children at Greater depth will ...</p> <ul style="list-style-type: none"> Some will play using key note plus additional harmonising notes (unit dependent) 	<p>Children at Greater depth will ...</p> <ul style="list-style-type: none"> Some will improvise using key note plus additional harmonising notes (unit dependent) 	<p>Children at Greater depth will ...</p> <ul style="list-style-type: none"> Some will compose using key note plus additional harmonising notes (unit dependent) 	
GENRES AND VOCABULARY	Listen and Appraise	Musical activities					PERFORM AND SHARE
		Games	Singing	Playing	Improvisation	Composition	
GENRES	YEAR 3 - LEARNING						
<p>R&B, soul, film, musicals, motown, reggae, music from around the world, disco, western, classical</p>	<ul style="list-style-type: none"> The children will begin to recognise very basic style indicators and start to recognise different instruments. Styles include: RnB, Rock, Reggae, Pop, Film/Classical, Musicals, Motown, Soul, Disco, Funk, Hip Hop, Big Band Jazz. Have fun finding the pulse together and deepen their understanding of what pulse is/does/means etc. 	<p>Within the context of the song being learnt, the children will continue to embed the foundations of the dimensions of music, pulse, rhythm and pitch by playing Warm-up Games. Through fun, repetition and the song they are learning about:</p> <ul style="list-style-type: none"> Pulse - a steady beat. Rhythm - copy simple patterns and how they work with pulse. Pitch - what it is, to copy it and to 	<p>Sing in tune within a limited pitch range and continue to understand:</p> <ul style="list-style-type: none"> The importance of working together in an ensemble or as part of a group and how the musical outcomes are of higher quality when doing so. How important it is and why we warm up our voices, posture, 	<ul style="list-style-type: none"> Continue to play and move between differentiated parts with a sound-before-symbol approach, according to ability. Use the notated parts provided if appropriate. Continue to experience playing together in a band or ensemble. Join in and stop as appropriate. Respond to 	<p>Through differentiated challenges, the children will deepen their knowledge and understanding of improvisation.</p> <ul style="list-style-type: none"> Progress through the differentiated Bronze, Silver and Gold Challenges. <p>Play and Copy back - ing progressing to using ments.</p> <p>back a musical idea.</p> <p>and Improvise – using ments.</p> <p>at a musical answer using or two notes.</p> <p>ovise! - using two notes on ments.</p>	<ul style="list-style-type: none"> Continue to explore and continue with a differentiated approach, composing using two notes, increasing to three notes and beyond if required. Listen to the sound of the composition as it unfolds and make decisions about it. Record the composition in any way that is appropriate - using graphic/pictorial notation, using ICT, video or with formal notation. 	<ul style="list-style-type: none"> Continue to perform together with confidence in an ensemble/band with an increasing understanding of how to improve your performance. Sing, play, improvise and play back compositions as part of your ensemble/band with increasing confidence. Do all of this in front of an audience with more

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	<ul style="list-style-type: none"> ● They will continue to recognise the sound of the musical instruments used and basic musical structure. ● They will continue to use correct musical language and describe how the music makes them feel through safe and respectful discussion. ● The purpose of the song and context within history. ● Continue to deepen their understanding of the dimensions of music and how they fit into music: pulse - a steady beat, simple rhythm patterns, pitch, texture, tempo, dynamics, structure 	<p>warm up their voices.</p> <ul style="list-style-type: none"> ● Progress through the differentiated Bronze, Silver and Gold Challenges. ● Rhythm copy back - progress from teacher to pupil-led games. ● Pitch copy back - using voices then instruments; one or two notes dependent on ability and song. ● Build on the understanding that pulse is the foundation of music upon which the other dimensions are built. ● Understand in greater depth how the other dimensions of music are sprinkled through songs and pieces of music. 	<p>breathing and voice projection.</p> <ul style="list-style-type: none"> ● How to join in and stop as appropriate – continue to follow a leader/conductor confidently. ● How melody and words should be interpreted. ● How to sing with good diction. ● How to perform with a good send of pulse and rhythm. 	<p>musical cues such as starting and stopping. Learn how to follow a leader/conductor.</p> <ul style="list-style-type: none"> ● Learn to treat each instrument with respect and use the correct techniques to play them. ● Begin to recognise/identify and musically demonstrate awareness of a link between shape and pitch graphic notations. Start to understand the basics and foundations of notations if appropriate 	<p>to each other's musical</p>	<ul style="list-style-type: none"> ● Musically demonstrate increased understanding and use of the interrelated dimensions of music as appropriate within this context. ● Begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notations if appropriate. 	<p>understanding of their needs.</p> <ul style="list-style-type: none"> ● Learn about performance and building confidence. ● Understand about practice. ● Record your performance and learn from watching it back.
<p>VOCABULARY</p>		<p>YEAR 3 -OUTCOMES</p>					
<p>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.</p>	<ol style="list-style-type: none"> 1. Identify basic musical styles through learning about their style indicators and the instruments played. 2. Find the pulse, the steady beat to the music they are listening to and understand what that means. 3. More consistently use accurate 	<ol style="list-style-type: none"> 1. Find and internalise the pulse on your own or with support but more confidently. 2. Demonstrate how you find/feel the pulse, with ease. 3. Demonstrate more confidently how pulse, rhythm and pitch work together - copy a simple rhythm over the pulse and sing/play back 	<ol style="list-style-type: none"> 1. Continue to understand how to work together as part of a group and with their friends, developing the confidence to sing alone. 2. Continue to understand the importance of warming up their voices and to establish a good singing position. 3. Consider that words mean something 	<ol style="list-style-type: none"> 1. 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 and confidence. 2. Move between differentiated parts as required using a sound-before-symbol approach. Use notation if appropriate. 	<ol style="list-style-type: none"> 1. Continue to explore and create simple musical sounds with voices and instruments within the context of the song being learnt. 2. Deepen your understanding through activity, that when you improvise you make up your own tune (or rhythm) using one or two notes, or you can sing. 	<ol style="list-style-type: none"> 1. Continue to create your own slightly more complex melodies (usually in a group) within the context of the song that is being learnt. 2. Move beyond composing using two notes, increasing to three notes if appropriate. 3. Record the composition in any way appropriate. Notate music in different ways, 	<ol style="list-style-type: none"> 1. Continue to work together as part of an ensemble/band. Follow the conductor/band leader. 2. 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. 3. Perform with an understanding that the

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	<p>musical language to describe and talk about music.</p> <p>4. Listen to other ideas about music, respect those ideas and feelings.</p> <p>5. Continue to realise/ understand and show how pulse, rhythm and pitch fit together. Perhaps some of the other dimensions too.</p>	<p>over the Games Track in time.</p> <p>4. Clap/play simple rhythms/copy one or two note pitches confidently and create your own rhythm when asked.</p> <p>5. Have a deeper understanding of how pulse, rhythm and pitch, dynamics and tempo work together and are sprinkled through songs/music.</p>	<p>and project the meaning of the song.</p> <p>4. Sing with a good sense of the pulse internally and sing together and in time with the group.</p> <p>5. Follow a leader/conductor</p>	<p>3. Continue to respond to basic musical cues from the leader/conductor.</p> <p>4. Continue to treat your instrument with respect and care and to play it correctly.</p> <p>5. Play more confidently as part of your ensemble/group with a soundbefore-symbol (by ear) approach or, with notation if appropriate.</p>	<p>3. Continue to improvise using very simple patterns on your instrument and/or voice.</p> <p>4. Continue to create your own simple rhythmic patterns that lead to melodies in a group or a solo situation.</p> <p>5. Continue to perform your own rhythms and melodies with confidence and understanding in the group. Improvise using two notes with confidence.</p>	<p>using graphic/pictorial notation, video, ICT.</p> <p>4. 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).</p> <p>5. 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.</p>	<p>performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together.</p> <p>4. 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.</p> <p>5. Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others.</p>
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YEAR 3 - ASSESSMENT

Vocabulary – Assessment indicators	Listen and Appraise	Musical activities – with instruments					Perform and Share
		Games	Singing	Playing	Improvisation	Composition	
<p>Children at expected level ...</p> <ul style="list-style-type: none"> ● Should know the difference between pulse and rhythm. 	<p>Children at expected level will ...</p> <ul style="list-style-type: none"> ● Identify the piece's structure. ● Identify the instruments/voices. ● Find the pulse while listening. ● Explain how the words of the song tell a story. 	<p>Children at expected level will ...</p> <ul style="list-style-type: none"> ● Most children can complete the Bronze and Silver Challenges. <p>Bronze Challenge: Rhythm patterns.</p> <p>Silver Challenge: Playing key note, sometimes a harmonising note and reading notes.</p>	<p>Children at expected level will ...</p> <ul style="list-style-type: none"> ● Sing in 2 parts ● Sing in unison 	<p>Children at expected level will ...</p> <ul style="list-style-type: none"> ● Learn to play the notes C, D, E + F. ● Play instrumental parts accurately and in time, as part of the performance. ● Play the easy part by ear 	<p>Children at expected level will ...</p> <ul style="list-style-type: none"> ● Improvise in the lessons and as part of the performance. ● Most children can complete the Bronze and Silver Challenges. <p>Bronze Challenge: Improvise using key note</p> <p>Silver Challenge: Improvise using key note</p>	<p>Children at expected level will ...</p> <ul style="list-style-type: none"> ● Compose a simple melody using simple rhythms and use it as part of the performance. ● Compose a simple melody using 3 given notes (varying across units) 	<p>Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Did they enjoy it?</p>

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					and sometimes harmonising note.		Decide how your class will introduce the performance. Tell your audience how you learnt the music and why. The performance will include one or more of the following: Improvisations • Instrumental performances • Compositions
Children at Greater depth will ... ● Know how pulse, rhythm and pitch work together to create a song.	Children at Greater depth will ... ● Some will identify funky rhythms, tempo changes, dynamics. ● When considering the words of a song children will be able to elaborate on their understanding	Children at Greater depth will ... ● Some will complete the Gold Challenge Gold Challenge: playing key note, harmonising note and reading notes.	Children at Greater depth will ...	Children at Greater depth will ... ● Learn to play and read the notes C, D, E + F. ● Play the medium part by ear and reading notation	Children at Greater depth will ... ● Some will complete the Gold Challenge Gold Challenge: Improvising using both key note and harmonising note	Children at Greater depth will ... ● Compose a simple melody using 5 given notes, sometimes the pentatonic scale (varying across units)	
GENRES	YEAR 4 - LEARNING						
Pop, grime, hip-hop, bhangra, classical, tango, soul, gospel, rock, western, classical	The children will continue to recognise basic style indicators and continue to recognise different instruments. They will deepen knowledge and understanding of specific musical styles through listening to more examples of the same styles and understanding its musical structure and style indicators. Styles include: ABBA, Grime, Beatles, Gospel, Classical Romantic, Tango, Hip Hop, Early Classical Music, 20th Century Contemporary Classical Music. ● Have fun finding the pulse together and deepen their understanding of what pulse is/does/means etc. ● They will continue to recognise the sound of the	Within the context of the song being learnt, the children will continue to embed the foundations of the dimensions of music, pulse, rhythm and pitch by playing Warm-up Games. Through fun, repetition and the song they are learning: ● Pulse - a steady beat. ● Rhythm - copy simple patterns and see how they work with pulse. ● Pitch - what it is, to copy it and to warm up their voices. ● Rhythm copy back - progress from teacher to pupil-led games. ● Pitch copy back - using voices then instruments; one or two notes dependent on ability and song. ● Build on the understanding that pulse	Sing in tune within a limited pitch range and continue to understand in greater depth: ● The importance of working together in an ensemble or as part of a group and how the musical outcomes are of higher quality when doing so. ● How important it is and why we warm up our voices, posture, breathing and voice projection. ● How to join in and stop as appropriate - continue to follow a leader/conductor confidently. ● How melody and words should be interpreted. Try to match your performance of the song to how the music sounds ie start to think musically. ● How to sing with good diction.	In greater depth: ● Continue to play and move between differentiated parts with a sound-before-symbol approach, according to ability. Use the notated parts provided if appropriate. ● Continue to experience playing together in a band or ensemble. Join in and stop as appropriate. ● Treat each instrument with respect and use the correct techniques to play them. ● Continue to recognise/identify and musically demonstrate awareness of a link between shape and pitch graphic notations. Start to understand the basics and	● Sing, Play and Copy back - clapping progressing to using instruments. ● Play and Improvise – using instruments. Invent a musical answer using one, two or three notes. ● Improvise! - using up to three notes on instruments. Listen to each other's musical ideas. ● To listen and copy musical ideas by ear (rhythmic or melodic). ● To create musical rhythms and melodies as answers as part of a group and as a soloist. ● To respect each other's musical ideas and efforts.	● Continue with a differentiated approach, composing using two notes, increasing to three notes and beyond if required. ● Listen to the sound of the composition as it unfolds and make decisions about it. ● Record the composition in any way that is appropriate - using graphic/pictorial notation, using ICT, video or with formal notation. ● Musically demonstrate increased understanding and use of the interrelated dimensions of music as appropriate within this context. ● Begin to recognise and musically demonstrate awareness of a link	● Continue to perform together with confidence in an ensemble/band with an increasing understanding of how to improve your performance. ● Sing, play, improvise and play back compositions as part of your ensemble/band with increasing confidence. ● Do all of this in front of an audience with more understanding of their needs. ● Learn about performance skills and building confidence. ● Understand in more depth about practice and why we do it. ● Record your performance and learn from watching it back.

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	<p>musical instruments used and basic musical structure.</p> <ul style="list-style-type: none"> ● The children will continue to recognise basic style indicators and continue to recognise different instruments. They will deepen knowledge and understanding of specific musical styles through listening to more examples of the same styles and understanding its musical structure and style indicators. ● The purpose of the song and context within history. ● Continue to deepen their understanding of the dimensions of music and how they fit into music. Perhaps the children will give specific reference to musical dimensions: pulse - a steady beat, simple rhythm patterns, pitch, texture, tempo, dynamics, timbre, structure. 	<p>is the foundation of music upon which the other dimensions are built.</p> <ul style="list-style-type: none"> ● Understand in greater depth how the other dimensions of music are sprinkled through songs and pieces of music. 	<ul style="list-style-type: none"> ● How to perform with a good sense of pulse and rhythm. 	<p>foundations of notations if appropriate.</p>		<p>between shape and pitch using graphic notations.</p>	
VOCABULARY	YEAR 4 -OUTCOMES						
<p>K eyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography,</p>	<ol style="list-style-type: none"> 1. Identify basic musical styles through learning about their style indicators and the instruments played. 2. Find the pulse, the steady beat to the music they are listening to and understand what that means. 3. More consistently use accurate musical language 	<ol style="list-style-type: none"> 1. Find and internalise the pulse on your own and stay in time. 2. Demonstrate how you find/feel the pulse, with ease. Demonstrate a fast and slow pulse. 3. Demonstrate more confidently how pulse, rhythm and pitch work together - 	<p>Sing in tune within a limited pitch range and continue to understand:</p> <ol style="list-style-type: none"> 1. How to work together as part of a group and with their friends, developing the confidence to sing alone. 2. The importance of warming up 	<ol style="list-style-type: none"> 1. 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. 2. Move between differentiated parts as required using a sound-before-symbol approach. Use notation if appropriate. 	<ol style="list-style-type: none"> 1. Continue to explore and create simple musical sounds with voices and instruments within the context of the song being learnt. 2. Deepen your understanding through activity, that when you improvise you make up your own tune (or rhythm) 	<p>Compose a section of music that can be added to a performance of a song.</p> <ol style="list-style-type: none"> 1. Continue to create your own more complex melodies (usually in a group) within the context of the song that is being learnt. 2. Move beyond composing using two notes, 	<ol style="list-style-type: none"> 1. 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. 2. Perform what you have learnt to other people. Play your instrument, improvise and

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<p>digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.</p>	<p>to describe and talk about music. 4. Listen to other ideas about music, respect those ideas and feelings. 5. Continue to realise/understand and show how pulse, rhythm and pitch fit together. Perhaps some of the other dimensions too.</p>	<p>copy a simple rhythm over the pulse and sing/play back over the Games Track in time. 4. Clap/play simple rhythms/copy one-two note pitches confidently and create their own rhythm when asked. Lead others if asked. 5. Have a deeper understanding of how pulse, rhythm and pitch, dynamics and tempo work together and are sprinkled through songs/music.</p>	<p>their voices and to establish a good singing position. 3. How to perform a song stylistically and as musically as you can. 4. 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. 5. How to follow a leader/conductor with confidence.</p>	<p>3. Continue to respond to basic musical cues from the leader/conductor. Follow the leader confidently. 4. Continue to treat your instrument with respect and care and to play it correctly. 5. Play more confidently as part of your ensemble/group with a sound-before-symbol (by ear) approach or, with notation if appropriate.</p>	<p>using one, two or three notes, or you can sing. 3. Continue to improvise using very simple patterns on your instrument and/or voice. 4. Continue to create your own simple rhythmic patterns that lead to melodies in a group or a solo situation. 5. Continue to perform your own rhythms and melodies with confidence and understanding in the group. Improvise using two notes with confidence.</p>	<p>increasing to three notes if appropriate. 3. Record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video, ICT. 4. 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). 5. 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</p>	<p>play your compositions as part of this performance and with as much confidence and accuracy as possible. 3. 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. 4. 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. 5. Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others.</p>
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YEAR 4 - ASSESSMENT

Listen and Appraise		Musical Activities					Perform and Share
		Games	Singing	Playing	Improvisation	Composition	
<p>Children at expected level will ...</p> <ul style="list-style-type: none"> Know the difference between pulse and rhythm and be able to keep the internal pulse. 	<p>Children at expected level will ...</p> <ul style="list-style-type: none"> Identify the piece's structure. Identify the instruments/voices. Find the pulse whilst listening. 	<p>Children at expected level will ...</p> <ul style="list-style-type: none"> Be able to copy back rhythm patterns Be able to play the key note from a song and sometimes harmonising notes. 	<p>Children at expected level will ...</p> <ul style="list-style-type: none"> Sing and rap in unison Sing in 2 parts 	<p>Children at expected level will ...</p> <ul style="list-style-type: none"> Revise and play the notes C, D, E, F + G Play instrumental parts (specifically ukulele) accurately and in time as part of a performance Play a simple part by ear 	<p>Children at expected level will ...</p> <ul style="list-style-type: none"> Improvise in the lessons and as part of the performance. Improvise using given notes 	<p>Children at expected level will ...</p> <ul style="list-style-type: none"> Compose a simple melody using simple rhythms and use it as part of the performance. Compose a simple melody using 3 given notes 	<p>Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it</p>

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Children at Greater depth will ... ● Start to make their own musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to	Children at Greater depth will ... ● Identify changes in tempo dynamics and texture	Children at Greater depth will ... ● Be able to play the key note from a song, sometimes harmonising notes and reading notes.	Children at Greater depth will ...	Children at Greater depth will ... ● Revise, play and read the notes C, D, E, F + G ● Play a more difficult part by ear and reading notation	Children at Greater depth will ... ● Improvise using additional given notes	Children at Greater depth will ... ● Compose a simple melody using 5 given notes, sometimes the pentatonic scale	afterwards. Did they enjoy it? What went well? What could have been better? Children will partake in 2 in-school concerts and a Town Concert to a wider audience across the course of the year
GENRES		YEAR 5 - LEARNING					
Pulse, tone, string, wind, brass	The children will continue to recognise features of key musical styles and continue to recognise different instruments. They will deepen knowledge and understanding of specific musical styles through listening to more examples of the same styles and understanding its musical structure and style indicators. Styles include: Pop, Motown, Country, A Capella Music, 80s Rock, Funk, The Beatles, Latin, Early Classical Classical Music, 20th Century Classical Music, Contemporary Classical Music. ● When listening to the music, find and internalise the pulse using movement. ● Listen with security and confidently recognise/identify different style indicators and different instruments and their sounds.	Within the context of the song being learnt, the children will continue to embed and deepen their growing knowledge and understanding of the foundations of the dimensions of music, pulse, rhythm and pitch by playing Warm-up Games. Progress through the Bronze, Silver and Gold Challenges: ● Rhythm and Pitch Copy Back using one, two or three notes ● Question and Answer using one, two or three notes Security, confidence and ease, will start to be apparent through: ● Body movement and within the context of the Games Track being used. ● Knowing, understanding and demonstrating how pulse and rhythm work together.	Sing within an appropriate vocal range with clear diction and continue to understand: ● The workings of an ensemble/choir, how everything fits together. Follow the leader/conductor and have a chance to be the leader/conductor. ● How important it is and why we warm up our voices, posture, breathing and voice projection. ● Sing together with confidence, with increasingly difficult melody and words, sometimes in two parts. ● Have a greater understanding of melody, words and their importance and how to interpret a song musically. ● Demonstrate musical quality and understanding of how the	Play differentiated parts with a sound-before-symbol approach or using the notated scores. Choose parts according to ability and play them musically. Progress as appropriate between the parts. ● Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, and maintaining an appropriate pulse. ● Demonstrate musical quality eg clear starts, ends of pieces/phrases, technical accuracy etc. Maintain an independent part in a small group. ● Continue to treat each instrument with respect and use the correct techniques to play them.	● Understand what musical improvisation means. Improvise and perform in solo and ensemble contexts, use quality not quantity of notes. ● Continue to create more complex rhythms and melodies and create their own rhythmic patterns that lead to melodies. ● Progress through the differentiated Bronze, Silver and Gold Challenges in Year 5. Autumn and spring units: ● Sing, Play and Copy back - clapping progressing to using instruments. Play and Improvise - using instruments, invent a musical answer using one, two or three notes. Improvise! - using up to three notes on instruments. Summer 1 unit Bronze, Silver and Gold Challenges: Challenge 1 - clapping riffs.	● Continue to create your own more complex tunes and melodies within the context of the song that is being learnt and do this with understanding as part of a group or with your whole class. ● Continue with a differentiated approach, composing using two notes, increasing to three notes and beyond if required. ● Record the composition in any way that is appropriate - using graphic/pictorial notation, using ICT, video or with formal notation. ● Musically demonstrate increased understanding and use of the interrelated dimensions of music as appropriate within this context. ● Begin to recognise and musically demonstrate awareness of a link	● Continue to perform together in an ensemble/band with a deeper understanding of how to improve your performance musically. ● Sing, play, improvise and play back compositions as part of your ensemble/band with increasing confidence, skill and accuracy. ● Do all of this in front of an audience with more understanding of their needs. ● Communicate ideas, thoughts and feelings through the performance. ● Understand about practice. ● Record your performance and learn from watching it back. Respond to feedback and offer positive comment.

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	<ul style="list-style-type: none"> ● Use correct musical language consistently to describe the music you are listening to and your feelings towards it. ● Listen, comment on and discuss with confidence, ideas together as a group. ● Discuss other dimensions of music and how they fit into the music you are listening to. 	<ul style="list-style-type: none"> ● Understanding how the other dimensions of music are sprinkled through songs and pieces of music. 	interrelated dimensions of music play their part.		Challenge 2 - playing riffs using one, two or three notes. Challenge 3 - Question and Answer using one, two or three notes. Challenge 4 - Improvise using one, two or three notes.	between shape and pitch using graphic notations.	
VOCABULARY	YEAR 5 -OUTCOMES						
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.	<ol style="list-style-type: none"> 1. Continue to identify musical styles through learning about their style indicators and the instruments played. Some will be learnt again in greater depth. 2. Find the pulse confidently and innately, of the music they are listening to and understand what that means. 3. Use accurate musical language to describe and talk about music. 4. Listen to other ideas about music, respect those ideas and feelings. 5. 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. 	<ol style="list-style-type: none"> 1. Find and internalise the pulse on your own and stay in time. 2. Demonstrate how you find/feel the pulse, with ease. Demonstrate a fast and slow pulse. 3. 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. 4. Clap/play simple rhythms/copy one or two note pitches confidently and create your own rhythm when asked. Lead others if asked. 5. Have a deeper understanding 	<ol style="list-style-type: none"> 1. Understand how to work together as part of a group and in an ensemble or, as a soloist. 2. Continue to understand the importance of warming up your voice and to establish a good singing position. 3. Perform and interpret a song stylistically and as musically as you can. 4. 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. 5. Follow a leader/conductor with confidence and ease, understand why and how the ensemble works/fits 	<ol style="list-style-type: none"> 1. 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. 2. Move between differentiated parts as required using a sound-before-symbol approach. Use notation if appropriate. 3. Demonstrate confidence and fluency when playing your instrument in a solo or ensemble context. 4. Continue to treat your instrument with respect and care and to play it correctly. 5. Play more confidently as part of 	<ol style="list-style-type: none"> 1. Continue to explore and create musical improvisations with voices and instruments within the context of the song being learnt. 2. 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. 3. Continue to improvise using simple patterns on your instrument and/or voice. 4. 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 	Compose a section of music that can be added to a performance of a song. <ol style="list-style-type: none"> 1. Create your own more complex melodies within the context of the song that is being learnt. 2. Move beyond composing using two notes, increasing to three notes then five if appropriate. 3. Use voice, sounds, technology and instruments in creative ways. Record the composition in any way appropriate. 4. Continue to musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate. 5. Recognise and musically and/or verbally demonstrate awareness of a link between shape and pitch using notations if appropriate. 	<ol style="list-style-type: none"> 1. 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. 2. 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. 3. 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. 4. Practise, rehearse and present performances

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		of how pulse, rhythm and pitch, dynamics and tempo work together and are sprinkled through songs/music.	together. Perhaps lead the group yourself?	your ensemble/group with a sound-before-symbol (by ear) approach or, with notation if appropriate.	and melodies with confidence and understanding in the group. Improvise using up to three notes with greater confidence.		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. 5. Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others.
YEAR 5 – ASSESSMENT – with instruments							
Vocabulary – Assessment indicators	Listen and Appraise	Musical activities					Perform and Share
		Games	Singing	Playing	Improvisation	Composition	
Children at expected level will ... ● Know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse.	Children at expected level will ... ● Identify the piece's structure. ● Identify the instruments/voices. ● Find the pulse whilst listening.	Children at expected level will ... ● Warm-up Games Rhythm and Pitch Copy Back, and Question and Answer. ● Most children can complete the Bronze and Silver Challenges. Bronze Challenge: Playing a given note Silver Challenge: Playing 2 given notes and reading notes	Children at expected level will ... ● Sing in unison ● Sing or rap ● Sing in two parts	Children at expected level will ... ● Play instrumental parts accurately and in time as part of the performance. ● Play the easy part by ear ● Play the medium part by ear (in later units)	Children at expected level will ... ● Improvise in the lessons and as part of the performance. ● Most children can complete the Bronze and Silver Challenges. Bronze Challenge: Improvise using key note Silver Challenge: Improvise using key note and harmonising note.	Children at expected level will ... ● Compose a melody using simple rhythms and use as part of the performance ● Compose a melody using 3 taught notes	Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it.
Children at Greater depth will ... ● Take on a musical leadership, creating musical ideas for the	Children at Greater depth will ... ● Identify changes in tempo, dynamics and texture.	Children at Greater depth will ... ● Some will complete the Gold Challenge	Children at Greater depth will ...	Children at Greater depth will ... ● The easy part by ear and from notation.	Children at Greater depth will ... ● Will complete the Gold Challenge	Children at Greater depth will ... ● Compose a simple melody using 5 taught notes	

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group to copy or respond to.		Gold Challenge: Playing 3 given notes and reading notes.		<ul style="list-style-type: none"> ● The medium part by ear and from notation. ● The harder part by ear and from notation (in later units) 	Gold Challenge: Improvising using both key note and 2 additional harmonising notes		What went well? What could have been better?
YEAR 6 - LEARNING							
<p>GENRES</p> <p>Pop, jazz, reggae jazz, classical, soft rock, western classical music</p>	<ul style="list-style-type: none"> ● Children will continue to show their increasing depth of knowledge and understanding. ● The children will recognise style indicators with increasing knowledge and confidence and continue to recognise different instruments. They will deepen knowledge and understanding of specific musical styles through listening to more examples of the same styles and understanding its musical structure and style indicators. <p>Styles include: 21st Century Classical Music, Electronic Music, Turntables, Jazz, the music of Benjamin Britten, Rock music, the music of Carole King, Early Classical Music, 20th Century Contemporary Classical Music.</p> <ul style="list-style-type: none"> ● When listening to the music, find and internalise the pulse using movement confidently and independently. 	<p>Within the context of the song being learnt, the children will continue to embed and deepen their growing knowledge and understanding of the foundations of the dimensions of music, pulse, rhythm and pitch by playing Warm-up Games. Progress through the Bronze, Silver and Gold Challenges:</p> <ul style="list-style-type: none"> ● Rhythm and Pitch Copy Back using one, two or three notes. ● Question and Answer using one, two or three notes. <p>Security, confidence and ease, will start to be apparent through:</p> <ul style="list-style-type: none"> ● Body movement and within the context of the Games Track being used. ● Knowing, understanding and demonstrating how pulse and rhythm work together. ● Understanding how the other dimensions of music are sprinkled through songs and pieces of music. 	<p>Sing within an appropriate vocal range with clear diction and continue to understand:</p> <ul style="list-style-type: none"> ● The workings of an ensemble/choir, how everything fits together. Follow the leader/conductor and have a chance to be the leader/conductor. ● How important it is and why we warm up our voices, posture, breathing and voice projection. ● Sing together with confidence, with increasingly difficult melody and words, sometimes in two parts. ● Have a greater understanding of melody, words and their importance and how to interpret a song musically. ● Demonstrate musical quality and understanding of how the interrelated dimensions of music play their part 	<p>With a greater depth of understanding:</p> <ul style="list-style-type: none"> ● Play differentiated parts with a sound-before-symbol approach or using the notated scores. ● Choose parts according to ability and play them musically. ● Progress as appropriate between the parts. ● Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency and maintaining an appropriate pulse. ● Demonstrate musical quality eg clear starts, ends of pieces/phrases, technical accuracy etc. Maintain an independent part in a small group. ● Continue to treat each instrument with respect and use the correct techniques to play them. ● Build on understanding the basics and foundations of formal notation - an introduction 	<ul style="list-style-type: none"> ● Deepen your understanding of what musical improvisation means. Continue to Improvise and perform confidently in solo and ensemble contexts, use quality not quantity of notes. ● Continue to create more complex rhythms and melodies and create their own rhythmic patterns that lead to melodies. ● Progress through the differentiated Bronze, Silver and Gold Challenges in Year 6. ● Challenge 1 - clapping riffs. ● Challenge 2 - playing riffs using one, two or three notes. ● Challenge 3 - Question and Answer using one, two or three notes. ● Challenge 4 - Improvise using one, two or three notes. 	<ul style="list-style-type: none"> ● Confidently create your own melodies within the context of the song that is being learnt. ● 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. Notate music in different ways, using graphic/pictorial notation, video, ICT or with formal notation if 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. 	<p>With a greater depth of understanding:</p> <ul style="list-style-type: none"> ● Continue to perform together in an ensemble/band with an increasing understanding of how to improve your performance musically. ● Sing, play, improvise and play back compositions as part of your ensemble/band with increasing confidence, skill and accuracy. ● Do all of this in front of an audience with more understanding of their needs. ● Communicate ideas, thoughts and feelings through the performance. ● Understand about practice related to performance outcomes. ● Record your performance and learn from watching it back. <p>Respond to feedback and offer positive comments.</p>

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	<p>Understand the pulse and its role as the foundation of music.</p> <ul style="list-style-type: none"> ● Listen with security/confidently recognise/identify different style indicators and different instruments and their sounds. ● Use correct musical language to confidently describe the music you are listening to and your feelings towards it. ● Listen, comment on and discuss with confidence, ideas together as a group. ● Appropriately and confidently discuss other dimensions of music and how they fit into the music you are listening to. 						
VOCABULARY	YEAR 6 -OUTCOMES						
<p>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>	<ol style="list-style-type: none"> 1. Continue to identify musical styles through learning about their style indicators and the instruments played. Some will be learnt again in greater depth. 2. Find the pulse confidently and innately, of the music they are listening to and understand what that means. 3. Use accurate musical language confidently and with understanding to describe and talk about music. 	<ol style="list-style-type: none"> 1. Find and internalise the pulse on your own and with ease. 2. Demonstrate how you find/feel the pulse, with ease. 3. 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. 4. Clap/play rhythms/copy one to two note pitches confidently and create their own rhythm 	<ol style="list-style-type: none"> 1. Understand how to work together as part of a group and in an ensemble or, as a soloist. 2. Continue to understand the importance of warming up your voice and to establish a good singing position. 3. Perform and interpret a song stylistically and as musically as you can. 4. Sing with a good sense of the pulse internally and sing together and in time with the group. <p>Understand the importance of clear diction and tuning.</p>	<ol style="list-style-type: none"> 1. Continue to play a classroom instrument (or band instrument) as part of group/ensemble and as part of the song you are learning. Play with more knowledge, confidence, ease and enjoyment. 2. Move between differentiated parts as required using a sound-before-symbol approach. Use notation if appropriate. 3. Demonstrate confidence and fluency when playing your instrument in a solo or ensemble context. 	<ol style="list-style-type: none"> 1. Continue to explore and create musical improvisations with voices and instruments within the context of the song being learnt. 2. 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. 3. Continue to improvise using simple patterns on your instrument and/or voice. 	<ol style="list-style-type: none"> 1. Confidently create your own melodies within the context of the song that is being learnt and do this with deeper understanding. 2. Move beyond composing using two notes, increasing to three notes then five if appropriate. 3. Use voice, sounds, technology and instruments in creative ways. Record the composition in any way appropriate. 4. Continue to musically demonstrate an 	<p>In greater depth: 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.</p> <ol style="list-style-type: none"> 1. 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.

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	<p>4. Listen to other ideas about music, respect those ideas and feelings.</p> <p>5. Continue to realise/ understand/explain/give examples and show how pulse, rhythm and pitch fit together.</p> <p>Include tempo, dynamics, timbre, texture and structure if possible.</p>	<p>when asked. Lead others if asked.</p> <p>5. Have a deeper understanding of how pulse, rhythm and pitch, dynamics and tempo work together and are sprinkled through songs/music.</p>	<p>5. Follow a leader/conductor with confidence and ease, understand why and how the ensemble works/fits together.</p> <p>Perhaps lead the group yourself?</p>	<p>4. Continue to treat your instrument with respect and care and to play it correctly.</p> <p>5. Play more confidently as part of your ensemble/group with a sound-before-symbol (by ear) approach or, with notation if appropriate.</p>	<p>4. Continue to create your own more complex rhythmic patterns that lead to melodies in a group or a solo situation.</p> <p>5. 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>	<p>understanding and use of the interrelated dimensions of music as appropriate.</p> <p>5. Recognise and musically and/or verbally demonstrate awareness of a link between shape and pitch using notations if appropriate.</p>	<p>2. 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.</p> <p>3. 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.</p> <p>4. Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others.</p>
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YEAR 6 - ASSESSMENT

Vocabulary – Assessment indicators	Listen and Appraise	Musical Activities – with instruments					Perform and Share
		Games	Singing	Playing	Improvisation	Composition	
<p>Children at expected level will ...</p> <ul style="list-style-type: none"> Know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse. 	<p>Children at expected level will ...</p> <ul style="list-style-type: none"> Describe the style indicators of the song/music. Describe the structure of the song. Identify the instruments/voices they can hear. Talk about the musical dimensions used in the song. 	<p>Children at expected level will ...</p> <ul style="list-style-type: none"> Rhythm and Pitch Copy Back, and Question and Answer. Most children can complete the Bronze and Silver Challenges. <p>Bronze Challenge: Playing a given note</p>	<p>Children at expected level will ...</p> <ul style="list-style-type: none"> Sing in two parts. Singing in unison. Sing the song in the original and alternate style 	<p>Children at expected level will ...</p> <ul style="list-style-type: none"> Play instrumental parts accurately and in time as part of the performance. Play the easy part by ear Play the medium part by ear 	<p>Children at expected level will ...</p> <ul style="list-style-type: none"> Improvise in the lessons and as part of the performance. Most children can complete the Bronze and Silver Challenges. <p>Bronze Challenge: Improvise using key note</p> <p>Silver Challenge: Improvise using key note and harmonising note.</p>	<p>Children at expected level will ...</p> <ul style="list-style-type: none"> Compose a melody using simple rhythms and use as part of the performance Compose a melody using 3 taught notes 	<p>Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Was it carefully planned to suit the audience? Did you</p>

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		<p>Silver Challenge: Playing 2 given notes and reading notes</p> <ul style="list-style-type: none"> ● Learn to clap some of the the rhythms used in the song. ● Learn some musical phrases that you will sing in the song. (unit specific) 					<p>communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went well? What could have been better?</p>
<p>Children at Greater depth will ...</p> <ul style="list-style-type: none"> ● Take on a musical leadership, creating musical ideas for the group to copy or respond to. 	<p>Children at Greater depth will ...</p> <ul style="list-style-type: none"> ● Describe the mood and story told? 	<p>Children at Greater depth will ...</p> <p>Children at Greater depth will ...</p> <ul style="list-style-type: none"> ● Some will complete the Gold Challenge <p>Gold Challenge: Playing 3 given notes and reading notes.</p> <p>Will successfully complete the extension rhythm and pitch game (unit specific)</p>	<p>Children at Greater depth will ...</p>	<p>Children at Greater depth will ...</p> <p>Children at Greater depth will ...</p> <ul style="list-style-type: none"> ● The easy part by ear and from notation. ● The medium part by ear and from notation. ● The harder part by ear and from notation 	<p>Children at Greater depth will ...</p> <ul style="list-style-type: none"> ● Will complete the Gold Challenge <p>Gold Challenge: Improvising using both key note and 2 additional harmonising notes</p>	<p>Children at Greater depth will ...</p> <ul style="list-style-type: none"> ● Compose a simple melody using 5 taught notes 	