

Music

Progression of knowledge and skills

Subject leader overview EYFS - Year 6



Kapow
Primary

Introduction

An overview of the skills and knowledge covered in each year group and strand and how these skills are developed through our Music scheme of work.

Opportunities to recognise and apply the **inter-related dimensions of music** run throughout each of our strands and our scheme of work and are highlighted in pink in this document.

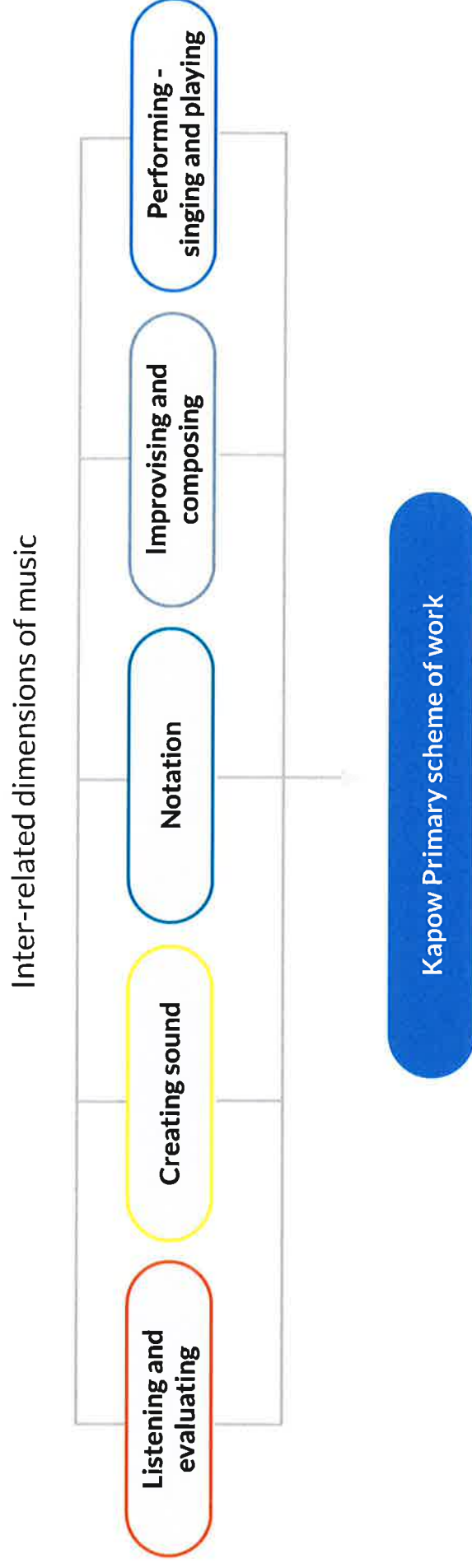
As **Creating sound** is a new strand being introduced to our curriculum, the statements for Key Stage 2 are not currently included. We are gradually integrating this strand to ensure that pupils have established a solid foundation of the necessary technical knowledge before they advance to the Year 3 content.

Notation is now its own strand in our curriculum, and the Key Stage 1 content has been updated to introduce musical notation more gradually. This will help pupils understand notation as a way to communicate pitch and duration of notes before they start learning more about staff notation in Key Stage 2. Although the National Curriculum for Key Stage 1 does not mention staff notation, we believe it is beneficial for pupils to begin recognising simple forms of notation in Key Stage 1, to better prepare them for more formal staff notation in Key Stage 2.

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How is the Music scheme of work organised?



Inter-related dimensions of music

The inter-related dimensions of music are:

- Pitch
- Dynamics (including pulse and rhythm)
- Timbre
- Texture
- Structure
- Appropriate musical notation
- Tempo



The inter-related dimensions, often known as the building blocks of music, are integral to all strands of our scheme of work.

To clearly demonstrate their presence throughout, we colour code these foundational elements in pink across all strands in the Progression of knowledge and skills document.

	Year 3	Year 4	Year 5	Year 6	National curriculum end of Key Stage 2
Listening and responding to music	Explaining their preferences for a piece of music using musical vocabulary.		Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary.		Pupils should be taught to: <ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
Analysing	<p>Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz).</p> <p>Understanding that music from different parts of the world has different features.</p> <p>Recognising and explaining the changes within a piece of music using musical vocabulary.</p> <p>Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</p> <p>Beginning to show an awareness of metre.</p>	<p>Recognising the use and development of motifs in music.</p> <p>Identifying gradual dynamic and tempo changes within a piece of music.</p> <p>Identifying common features between different genres, styles and traditions of music.</p> <p>Recognising, naming and explaining the effect of the interrelated dimensions of music.</p> <p>Identifying scaled dynamics (crescendo/decelcendo) within a piece of music.</p> <p>Using musical vocabulary to discuss the purpose of a piece of music.</p>	<p>Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.)</p> <p>Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.</p>	<p>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.</p> <p>Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music).</p> <p>Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.</p> <p>Identifying the way that features of a song can complement one another to create a coherent overall effect.</p>	

	Year 3	Year 4	Year 5	Year 6	National curriculum end of Key Stage 2
Evaluating	Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.	Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.	Comparing, discussing and evaluating music using detailed musical vocabulary. Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.	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 evaluate their own and others work.	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
Cultural and historical awareness of music	Understanding that music from different times has different features.	Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.	Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time.	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.	

Please note: **Notation** is now its own strand in our curriculum, and the Key Stage 1 content has been updated to introduce musical notation more gradually. This will help pupils understand notation as a way to communicate pitch and duration of notes before they start learning more about staff notation in Key Stage 2.

	Year 3	Year 4	Year 5	Year 6	National curriculum end of Key Stage 2
Understanding notation	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.	Pupils should be taught to: <ul style="list-style-type: none"> Use and understand staff and other musical notations.
Representing pitch and rhythm	Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology.	Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions.	Using staff notation to record rhythms and melodies.	Recording own composition using appropriate forms of notation and/or technology and incorporating the inter-related dimensions of music. Performing with accuracy and fluency from graphic and staff notation and from their own notation.	

	Year 3	Year 4	Year 5	Year 6	National curriculum end of Key Stage 2
Stimulus and purpose	Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing).	Composing a coherent piece of music in a given style with voices, bodies and instruments.	Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).	Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Improvise and compose music for a range of purposes using the interrelated dimensions of music
Improvising	Beginning to improvise musically within a given style using their voice.	Beginning to improvise musically within a given style using an instrument.	Improvising coherently within a given style.	Improvising coherently and creatively within a given style, incorporating given features.	
Creating and selecting sounds	Suggesting and implementing improvements to their own work, using musical vocabulary.	Developing melodies using rhythmic variation, transposition, inversion, and looping.	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.	Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. Constructively critique their own and others' work, using musical vocabulary.	
Sequencing	Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).	Creating a piece of music with at least four different layers and a clear structure.	Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.	Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.	

	Year 3	Year 4	Year 5	Year 6	National curriculum end of Key Stage 2
Understanding and evaluating performance	Offering constructive feedback on others' performances.		Using musical vocabulary to offer constructive and precise feedback on others' performances.		
Awareness of music	Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.	Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. Playing syncopated rhythms with accuracy, control and fluency.	Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. Playing a simple chord progression with accuracy and fluency.	Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. Performing by following a conductor's cues and directions.	<ul style="list-style-type: none"> Sing and play musically with increasing confidence and control. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
	Awareness of self and others	Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.	Singing and playing in time with peers with accuracy and awareness of their part in the group performance.	Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group. Performing a solo or taking a leadership role within a performance.	