

Music Lower School Knowledge Progression

(Based on the 7 Musical Elements and from the HMS Pathway to Musical Independence)

Children should be exploring the different elements through the 4 areas of SINGING, LISTENING, PLAYING AND RESPONDING.

	Pitch	Duration	Dynamics	Tempo	Timbre	Texture	Structure
Yr 1	Recognise and identify high, middle and low sounds. Investigate the relationship between high, middle and low sounds. Explore, respond to, choose, create and remember high, middle and low sound patterns.	Recognise and identify patterns of long and short sounds and steady beats. Investigate patterns of long and short sounds and steady beats. Explore, respond to, choose, create and remember patterns of long and short sounds and use a steady beat.	Recognise and identify loud, moderate and quiet sound, and silence. Investigate contrasting dynamics. Explore, respond to, choose, create and remember dynamic patterns and use dynamic contrast to convey ideas.	Recognise and identify fast, moderate and slow. Investigate contrasting tempi. Explore, respond to, choose, create and remember different tempi and use them to convey ideas.	Recognise and identify families of school percussion instruments, and vocal sounds, their properties and how they could be played. Sort instruments into family groups. Investigate a range of timbres. Explore, respond to, choose create and remember sounds and use them to illustrate ideas.	Recognise and identify solo sounds and layers of sounds. Investigate solo (one) and layered (lots of) sounds. Explore, respond to, choose, create and remember different combinations of sounds and use them to convey ideas.	Recognise and identify simple structures: openings and endings (AB), beg-middle-end, echo-and-response and simple repeated patterns (ostinato). Copy and investigate simple musical structures. Explore, respond to, choose and order sounds to create sequences of patterns and/or events.
Yr 2	Recognise and identify higher and lower sounds and the general shape of melodies. Begin to recognise steps, leaps and repeated notes. Investigate sounds that get higher and lower and melodic shapes. Respond to, choose, create and remember melodic patterns and use them to illustrate ideas.	Recognise and distinguish between steady beats (counted in 4s, 3s and 2s) and rhythmic patterns and how they fit together. Investigate the relationship between the steady beat and simple rhythm patterns. Respond to, choose, create and remember rhythm patterns and order them to convey ideas.	Recognise and identify getting louder and quieter. Investigate sounds that get louder and quieter. Respond to, choose, create and use sounds that get louder and quieter to convey meaning.	Recognise and identify getting faster and slower. Investigate sounds that get faster and slower. Respond to, choose, create and use sounds that get faster and slower to convey meaning.	Identify and choose the way sounds are made and can be used. Investigate a wider range of timbres. Respond to, choose, create and use a wider range of sounds and use them to illustrate ideas with an awareness of the musical effect.	Begin to recognise and use different layers including simple accompaniments. Investigate different layers of sound including using simple accompaniments. Respond to, choose, create and use different layers of sounds featuring repetition and/or contrast with an awareness of the musical effect.	Recognise and identify a range of repetition and contrast structures including QandA, verse/chorus, ABA and repeated patterns (ostinato). Investigate repetition and contrast structures including ostinato (short repeated patterns). Respond to, choose, create and order sounds featuring repetition and/or contrast with an awareness of the musical effect.
Yr 3	Identify steps, leaps and repeated notes in melodies and begin to explore different scale patterns e.g.pentatonic.	Identify how rhythm patterns fit to a steady beat and begin to understand 2, 3 and 4 metre. Learn about how	Identify, use and understand getting louder and quieter in finer gradations. Learn about the finer dynamic gradations	Identify, use and understand getting faster and slower in finer gradations. Learn about the finer gradations of tempi	Identify families of non-percussion instruments and the way they are played; extend the use of voices and	Identify the use and purpose of different layers in music heard, created and performed. Learn about different types of textures	Develop understanding of conventional structures including binary (AB) and ternary (ABA), introductions and

	<p>Learn about different scale patterns and develop understanding of melodic movement through a range of musical activities. Use steps, leaps and repeats found in scale patterns to create melodic shape when improvising and composing.</p>	<p>rhythm patterns fit to the steady beat within simple metres (counting in groups of 2 / 3 / 4) through a range of musical activities. Create and control rhythmic patterns in 2, 3 and 4 metre when improvising and composing.</p>	<p>and their effect through a range of musical activities. Include dynamic interest when improvising and composing to enrich overall effect and the performance.</p>	<p>and their effect through a range of musical activities. Select and use varied tempi when improvising and composing to determine the overall effect and performance.</p>	<p>percussion instruments. Learn about instruments from different families (percussion & non-percussion) and begin to identify them by their sound; expand playing techniques to widen your repertoire of sounds through a range of musical activities. Select sounds from your repertoire for specific purposes or effects when improvising and composing.</p>	<p>including melody and accompaniment through a range of musical activities. Use a variety of texture combinations for specific effect when improvising and composing.</p>	<p>codas. Explore the use of simple ostinato (short repeated patterns). Learn about different structures and why they are used through listening, responding, performing and re-creating what you have heard. Use familiar structures when improvising and composing.</p>
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Music Lower School Skills Progression

(Based on the HMS Pathway to Musical Independence and references from the Model Music Curriculum)

	Singing	Playing	Rehearsing and Performing	Notating	Listening and Responding	Describing and Discussing
Yr 1	Use vocal sounds, chant and sing rhymes and songs illustrating character and / or mood, building rhythmic and melodic memory. Investigate using voices in a variety of ways, developing vocal, quality and diction, being aware of the sound you are making. Use vocal sounds and voices with increasing confidence, to interpret and perform songs and communicate simple and varied ideas.	Use an increased range of sounds (including body sounds), beginning to use correct percussion techniques and showing awareness of use of the dominant hand. Play with improved technique and increased control, being aware of the sound you are making. Copy and match patterns/contrasts. Use sound makers and instruments to create and illustrate simple and varied ideas.	Sing and play in time, starting to develop musical memory, and follow a range of simple directions, including ideas about how to improve and perform. Practise singing and playing to be the best it can be. Begin to make suggestions about how to better their performances.	Respond to and recognise signs, symbols and other basic graphic notation, including those illustrating the musical dimensions. Investigate using a range of simple graphic signs and symbols to represent sounds when planning, singing and playing. Choose, invent and order signs and symbols to represent chosen sounds and sound patterns.	Recognise and identify sounds from different sources and musical moods, features and changes/contrasts and how music makes you feel. Listen to and investigate changes in mood and character and respond through movement, dance, words and other art forms, recognising the emotional impact. Begin to understand the importance of being a good audience. Use musical experiences as a stimulus for own music making.	Think and talk about sounds and music and how they make you feel. Use key words relating to the dimensions. Spend time talking about music heard, performed and created, to share opinions and focus thinking using key words. Use an emerging vocabulary to share ideas when creating and performing.
Yr 2	Explore and use vocal tones, chant and sing a wider variety of rhymes and songs with an awareness of character and/or mood. Show an awareness of breathing and posture. Use simple vocal patterns as accompaniments. Investigate using voices in a variety of ways with increased accuracy and an increased awareness of the sound you are making and how you are making it. Use voices with increasing confidence to interpret and perform songs and vocal patterns and accompaniments.	Demonstrate accuracy and control of correct technique on a range of untuned and tuned percussion instruments using both hands, differentiating between left and right. Begin to play with musical intent. Play with greater accuracy and control being aware of your own sound and your own sound within a group. Choose and accurately play planned sounds with awareness of intention and effect.	Sing and play in time and follow a wider range of simple directions, developing musical memory and an awareness of why and how to improve and present a performance. Consider why and how to improve your performance through recording and reviewing, sharing, comparing and evaluating. Polish performances and make changes that contribute to the overall musical effect.	Respond to, identify and use symbols and other graphic notation illustrating the musical dimensions including representations of rhythm and pitch. Investigate and develop an understanding of a wider range of informative graphic signs and symbols to represent sounds when planning, singing and playing. Choose, invent and order informative signs and symbols to accurately record musical ideas (which could include simple stick and dot notation).	Respond to, identify, and distinguish between sounds and music in different contexts. Begin to consider how music illustrates the composer's ideas. Listen to and investigate musical contexts, changes in mood and character and emotional impact through a variety of art forms. Recognise how to be a good audience. Use musical experiences and thinking as a stimulus for your own music making.	Think and talk about what you hear, begin to explore the ideas behind the music and how they make you feel. Use key words relating to the dimensions. Spend time thinking and talking about music heard, performed and created. Begin to express and justify ideas and opinions using key words. Use an emerging vocabulary to focus thinking and share ideas when creating and performing.
Yr 3	Explore the use of the voice as an instrument, chant	Develop instrumental skills and techniques and use	Develop basic individual and group rehearsal skills	Identify and use a range of graphic notation including	Respond to, identify, compare and contrast	Describe, discuss and start to share opinions about

	<p>and sing with a developing awareness of phrasing and expression, including rounds, partner songs and songs in simple layers. Extend the use of your voice as an instrument with an awareness of your sound quality. Sing songs with simple layers with an awareness of how they fit together. Use your voice creatively and expressively when singing, improvising and composing.</p>	<p>them to play with increased accuracy and growing musicality. Extend playing skills with an awareness of the sound you are making and a growing awareness of the way your sound and your part balances with others. Play expressively and use your sounds creatively when improvising and composing with a growing awareness of balance.</p>	<p>including using memory and recall. Recognize why and when to improve. Begin to develop an awareness of how to present a performance. Consider why, how and when to improve your performance through recording and reviewing, sharing, comparing and evaluating. Practise and polish performances, making changes that contribute to the overall musical effect.</p>	<p>basic rhythm and pitch notation. Introduce basic stave notation. Use a range of detailed graphic notation. Introduce and learn how to interpret simple stave notation. Choose, invent and order detailed graphic notation to accurately record musical ideas, and stave notation if appropriate.</p>	<p>sounds and music in different contexts and for different purposes. Consider how music illustrates the composer's ideas. Listen to and discover how music reflects composers starting points and ideas and their impact on the listener. Respond through a variety of art forms and begin to build meaningful connections. Begin to reflect your musical experiences in creative work in the roles of performer, creator and audience.</p>	<p>what you hear, the impact of the music and the composer's ideas and choices using a growing musical vocabulary. Spend time thinking, discussing and sharing opinions about music heard, performed and created. Begin to support opinions using a growing musical vocabulary. Use a growing musical vocabulary to focus thinking and explain ideas when creating and performing.</p>
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