

Music Upper 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 and through a range of musical activities.

	Pitch	Duration	Dynamics	Tempo	Timbre	Texture	Structure
Yr 4	<p>Identify melodic shape and explore different scale patterns including pentatonic, major and minor. Learn about different scale patterns and how they influence melodic shape. Use different scale patterns to create melodic shape when improvising and composing.</p>	<p>Identify and understand how rhythm patterns fit to a steady beat using 2, 3 and 4 metre. Learn and understand how rhythm patterns fit to the steady beat within simple metres (counting in 2/3/4). Create and control precise rhythmic patterns in 2, 3 and 4 metre when improvising and composing.</p>	<p>Explore how to use dynamics for expressive effect. Learn about the finer gradations of dynamics and how to manipulate them for effect. Use dynamic interest to manipulate the overall effect when improvising, composing and performing.</p>	<p>Explore how to use tempi for expressive effect. Learn about the finer gradations of tempo and how to manipulate them for effect. Use variations of tempo to add interest to the overall effect when improvising, composing and performing.</p>	<p>Identify voice types and a wider range of non-percussion instruments by family and name Further extend the use of voices and percussion instruments. Learn about a wider range of instruments from different families; identify them by their sound, associations and uses. Expand playing techniques to further widen your repertoire of sounds. Make informed choices about instrumentation including tone quality and playing technique for specific purposes when improvising and composing.</p>	<p>Identify and use different types of texture including solo, unison, ostinato parts and simple harmony e.g. drone, melodic ostinato parts, simple chords. Learn about a variety of textures, exploring different types of layers. Use a range of textures to add variety and interest to the overall effect when improvising and composing.</p>	<p>Develop understanding of extended conventional structures including Rondo (ABACADA) and identify the subtler development of musical ideas – similar but not the same, for example simple theme and variations. Further develop use of ostinato. Learn about an extended range of structures and why they are used through listening, responding, performing and re-creating. Select and use known structures for specific purposes when improvising and composing.</p>
Yr 5	<p>Explore, recognise and identify a range of different scale patterns including pentatonic, major and minor and could extend to: raga, chromatic, modes, and how they influence music. Develop a greater understanding of scale patterns and melodic shape.</p>	<p>Identify and begin to understand more complex rhythm patterns and metres, including counting in 8 and possibly 6. Develop a greater understanding of the relationship between rhythm and metre, using more complex rhythm patterns. Improvise and</p>	<p>Understand how a wide range of dynamics can be used and manipulated for expressive effect. Develop a greater understanding of dynamic impact, using and manipulating a wide range of dynamics for expressive effect. Use dynamic variation</p>	<p>Understand how a wide range of tempi can be used and manipulated for expressive effect. Develop a greater understanding of how tempo is used and can be manipulated for expressive effect. Use tempo imaginatively, and with intention, to</p>	<p>Identify instruments within families and different instrumental / vocal combination. Refine use of voices and percussion instruments. Investigate different ensemble combinations, with awareness of the composer's choices. Apply specific</p>	<p>Extend the use of simple harmony to include consonant and dissonant clusters of notes and simple chords as accompaniments. Develop a greater understanding of different textures and their effect. Use simple harmony when improvising and</p>	<p>Explore and use a wider range of developmental structures (e.g. ABA, Rondo, 12 bar blues, , , theme and variations) and expressive structures e.g. Leitmotif. Develop an understanding of a wider range of structures.</p>

	<p>Improvise and compose using scales, to give pieces shape and coherence.</p>	<p>compose using different metres and more complex rhythmic patterns, to give pieces shape and coherence.</p>	<p>imaginatively, and with intention, to convey a musical idea.</p>	<p>convey a musical idea.</p>	<p>playing techniques using percussion instruments for a desired effect.</p>	<p>composing.</p>	<p>Improvise and compose using known musical structures.</p>
<p>Yr 6</p>	<p>Explore, recognise and identify a range of different scale patterns including pentatonic, major and minor and could extend to: raga, chromatic, modes, and how they influence music. Develop a broader understanding of scale patterns and how they are used. Improvise and compose using scales, to give pieces coherent shape and structure.</p>	<p>Identify and understand more complex rhythm patterns and metres counting in 8 and 6 and possibly 5 and 7. Develop a broader understanding of the relationship between rhythm and metre, using more complex rhythm patterns / metres. Improvise and compose using different / more complex metres and rhythmic patterns, to give pieces coherent shape and structure.</p>	<p>Understand how a wide range of dynamics can be precisely used and manipulated for expressive effect. Develop a broader understanding of dynamic impact, using and manipulating a wide range of dynamics precisely, for expressive effect. Use precise dynamic variation imaginatively, and with intention, to convey a musical idea.</p>	<p>Understand how a wide range of tempi can be precisely used and manipulated for expressive effect. Develop a broader understanding of how tempo is used and can be explicitly manipulated for expressive effect. Use tempo explicitly and imaginatively, and with intention, to convey a musical idea.</p>	<p>Identify voices / instruments within families and their role in a wider range of ensembles. Refine the use of voices and percussion instruments with intended impact. Investigate a wider range of ensemble combinations, with an awareness of the composer's choices. Apply specific playing techniques using percussion instruments for a desired effect.</p>	<p>Use a range of harmonic devices with greater awareness and understanding in different musical contexts. Develop a broader understanding of different textures and harmonic devices and their effect. Use a range of harmonic devices when improvising and composing.</p>	<p>Use a broader range of developmental structures and expressive structures (see year 5). Develop a greater understanding of a broader range of structures. Improvise and compose using broader knowledge of musical structures.</p>

Music Upper School Skills Progression
(Based on the HMS Pathway to Musical Independence)

	Singing	Playing	Rehearsing	Notating	Listening and Responding	Describing and Discussing
Yr 4	<p>Use the voice as an instrument, chant and sing with an increasing awareness of phrasing and expression, including more complex rounds and partner songs and in layers. Use your voice with increased control and focus on pitch accuracy, sound quality and the role of your voice in a performance. Explore singing a range of songs, learning about how their parts fit together. Use your voice creatively and expressively when singing, improvising and composing, drawing on experience to contribute vocal ideas.</p>	<p>Develop fluency when using instrumental skills and techniques and play with accuracy and increased musicality. Play with increased control and awareness of sound quality, articulation and balance, and the role of your part in group performance. Play creatively and expressively when improvising and composing, with an awareness of balance, drawing on experience to contribute musical ideas.</p>	<p>Use individual and group rehearsal skills including memory and recall. Perform from simple notation. Recognise which improvements need to be made. Develop an awareness of how to present a performance. Decide why, how and when to improve your performance through recording and reviewing, sharing, comparing and evaluating. Refine performances, making changes that contribute to the overall musical effect.</p>	<p>Understand and use detailed graphic notation. Use basic stave notation. Use a range of detailed graphic notation and develop the use of stave notation to perform and record ideas. Choose, invent and order detailed graphic notation and basic stave notation to accurately record and communicate musical ideas.</p>	<p>Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider the devices used by composers to represent ideas musically. Listen, respond and begin to understand how composers communicate their inspiration / motivation, their use of devices and the intended impact on the listener, making meaningful and memorable connections. Reflect your musical experiences in your creative work.</p>	<p>Describe, discuss and share opinions about what you hear, the context / purpose and impact of the music and the composers' use of musical devices, using a growing musical vocabulary. Spend time discussing musical experiences with others, thinking ideas through and sharing opinions, using a growing musical vocabulary. Use a growing musical vocabulary to focus thinking and explain ideas when creating and performing.</p>
Yr 5	<p>Extend imaginative vocal use, chant and sing in layers including simple part songs, with expressive interpretation and awareness of phrasing, style and context. Increase awareness of expression and interpretation through control of dimensions and phrasing when using your voice. Apply your vocal skills, knowledge and experience creatively and sensitively when singing, improvising and composing.</p>	<p>Demonstrate accurate and fluent instrumental skills and use them to articulate and perform with musical awareness. Increase awareness of expression and interpretation through control of dimensions and phrasing when playing. Apply your playing skills, knowledge and experience creatively and sensitively when improvising and composing.</p>	<p>Recognise which refinements need to be made and explore a range of different rehearsal strategies. Develop an awareness of how to plan and present a performance. Improve singing and playing through directed and independent rehearsal and practise. Sing and play, taking responsibility for the quality of performance.</p>	<p>Understand, select and use a range of notation for specific purposes, including detailed graphic notation and core stave notation with time signatures. Develop the use of appropriate notation to accurately record and communicate ideas. Use relevant notation to accurately record and communicate creative musical ideas.</p>	<p>Respond to, identify, compare and contrast music, with an awareness of the music's context and purpose. Understand and identify why and how the composer has used key features / devices. Use a variety of creative activities to interpret musical detail, context and purpose, and express an aesthetic response. Sensitively reflect your musical experiences in your creative work.</p>	<p>Discuss and share informed opinions about what you hear, commenting on the context / purpose and impact of the music. Consider the composer's musical use of key features / devices using a musical vocabulary. Express and justify ideas and opinions about music heard and performed using a musical vocabulary, commenting on specific features and intended effects. Use a musical vocabulary to focus thinking and communicate ideas to others.</p>

<p>Yr 6</p>	<p>Further extend imaginative vocal use, chant and sing in independent balanced parts (harmony) with expressive interpretation and awareness of phrasing, style and context. Use your voice with increased independence, expression, interpretation and awareness of balance. Apply your vocal skills, knowledge and experience creatively and sensitively when singing, improvising and composing, with an awareness of balance.</p>	<p>Demonstrate precise and confident instrumental skills and use them to articulate and perform with musical awareness. Play with increased expression and interpretation and awareness of balance. Apply your playing skills, knowledge and experience creatively and sensitively when improvising and composing, with an awareness of balance.</p>	<p>Recognise which refinements need to be made and know how to make them. Develop an awareness of how to plan and present a performance. Improve singing and playing through directed and independent rehearsal and practise with awareness of the standard and quality of sound and balance. Sing and play, taking ownership of the standard and quality of performance.</p>	<p>Understand, select and use a range of notation for specific purposes including precise graphic notation and stave notation with time signatures. Develop the use of precise notation to accurately record and communicate ideas through a range of activities. Use relevant notation to precisely record and communicate creative musical ideas.</p>	<p>Respond to, identify, compare and contrast music with an awareness of the music's context and purpose. Understand and identify the composer's intent and how this was achieved. Use a variety of creative activities to interpret music and express an aesthetic response. Sensitively reflect your musical experiences in your creative work.</p>	<p>Discuss and share informed opinions about what you hear, commenting on the context / purpose and impact of the music. Consider the composer's musical intent and how it was achieved, using a fluent musical vocabulary. Express and justify ideas and opinions about music heard and performed, using a fluent musical vocabulary, commenting on specific features and intended effects. Use a fluent musical vocabulary to focus thinking and communicate ideas to others.</p>
--------------------	---	--	---	---	---	---