



Progression in Music

Phase	Strand:	Key Knowledge	Key vocab	Key skills
KS1	Composition	Know the difference between long and short sounds. Understand what a rhythm is. Know the difference between loud and quiet. Know the difference between high and low pitch.	<ul style="list-style-type: none"> •pulse/beat •composing •improvise •solo •melody •rhythm •loud •quiet •pitch •high •low •long •short •note 	<ul style="list-style-type: none"> • Create a sequence of long and short sounds. • Clap rhythms. • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Choose sounds to create an effect. • Sequence sounds to create an overall effect. • Create short, musical patterns. • Create short, rhythmic phrases.
LKS2	Composition	Melodic songs. Abstract effects. Repeated patterns. Accompaniments and the use of drones.	<ul style="list-style-type: none"> •tempo • melody •structure •introduction •chorus •bridge •verse •dynamics •hook •balance •riff •phrase 	<ul style="list-style-type: none"> • Compose and perform melodic songs. • Use sound to create abstract effects. • Create repeated patterns with a range of instruments. • Create accompaniments for tunes. • Use drones as accompaniments. • Choose, order, combine and control sounds to create an effect. • Use digital technologies to compose pieces of music.
UKS2	Composition	Structure of songs and other pieces of music. Timbre. Musical devices and how to use them.	<ul style="list-style-type: none"> •notation •texture •ostinato •riff •chord •harmony • 	<ul style="list-style-type: none"> • Create songs with verses and a chorus. • Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical devices, including melody, rhythm and chords. • Thoughtfully select elements for a piece in order to gain a defined effect. • Use drones and melodic ostinati (based on the pentatonic scale). • Convey the relationship between the lyrics and the melody. • Use digital technologies to compose, edit and refine pieces of music.



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KS1	Describing	What a beat is. Can identify timbre, dynamics and pitch.	<ul style="list-style-type: none"> •fast •slow •beat •timbre •dynamics •pitch •high •low •loud •quiet 	<ul style="list-style-type: none"> • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch.
LKS2	Describing	Understanding key vocabulary. Can form opinion of music and reason why. Can describe how a piece of music makes them feel.	<ul style="list-style-type: none"> •duration •pitch •timbre •beat •tempo •texture •silence 	<ul style="list-style-type: none"> • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. • Understand layers of sounds and discuss their effect on mood and feelings.
UKS2	Describing	Understanding key vocabulary. Cultural context of music.	<ul style="list-style-type: none"> • pitch • dynamics • tempo • timbre • texture • lyrics and melody • sense of occasion • expressive • solo • rounds • harmonies • accompaniments • drones • cyclic patterns • combination of musical elements • cultural context •lyrics 	<ul style="list-style-type: none"> • Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> • pitch • dynamics • tempo • timbre • texture • lyrics and melody • sense of occasion • expressive • solo • rounds • harmonies • accompaniments • drones • cyclic patterns • combination of musical elements • cultural context. • Describe how lyrics often reflect the cultural context of music and have social meaning.



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EYFS	Performance	Begins to build a repertoire of songs. Explores the different sounds of instruments. Taps out simple repeated rhythms.	<ul style="list-style-type: none"> •song •tune •rhyme •instrument •sound •high •low •clap •rhythm •listen • 	<ul style="list-style-type: none"> •To take part in singing, memorising the melody and lyrics. •Play notes on instruments, know how to change the sound (pitch). •Repeat or create simple rhythms by tapping.
KS1	Performance	Singing accurately (time and pitch). Control voice and instrument to make long and short sounds. Understand what pitch is and how it changes.	<ul style="list-style-type: none"> •melody •time •start •unison •long •short •pitch •change •high •low 	<ul style="list-style-type: none"> • Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch.
LKS2	Performance	Singing accurately (time and pitch). Singing in unison. Singing in parts.	<ul style="list-style-type: none"> •pitch •in tune •group •unison •pronunciation •control •clear 	<ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others.
UKS2	Performance	Singing accurately (time and pitch). Sing with expression to reflect the tone of the piece. Singing in rounds. Ability to sing in harmony consistently. Understanding of drones and ostinatos.	<ul style="list-style-type: none"> •solo •unison •parts •ensemble •expression •round •harmony •drone •ostinato •control 	<ul style="list-style-type: none"> • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round. • Sing a harmony part confidently and accurately. • Sustain a drone or a melodic ostinato to accompany singing. • Perform with controlled breathing (voice) and skilful playing (instrument).



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KS1	Transcribing	Understanding of long and short notes and the ability to reflect these accurately in non-standard notation.	<ul style="list-style-type: none"> •symbol •composition •performance •note 	<ul style="list-style-type: none"> • Use symbols to represent a composition and use them to help with a performance.
LKS2	Transcribing	Use of non-standard notation to represent long and short notes and high and low pitch. Read treble clef natural notes (white key notes). Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.	<ul style="list-style-type: none"> •stave •beat •minim •crotchet •semibreve 	<ul style="list-style-type: none"> • Devise non-standard symbols to indicate when to play and rest. • Recognise the notes EGBDF and FACE on the musical stave. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.
UKS2	Transcribing	Standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. Read and create notes on the musical stave. The purpose of the treble and bass clefs and use them in transcribing compositions. Understand and use the # (sharp) and ♭ (flat) symbols. Use and understand simple time signatures.	<ul style="list-style-type: none"> •notation •crotchet •minim •semibreve •stave •treble clef •bass clef •# sharp • ♭ flat •time signature •chord •pentatonic scale 	<ul style="list-style-type: none"> • Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. • Read and create notes on the musical stave. • Understand the purpose of the treble and bass clefs and use them in transcribing compositions. • Understand and use the # (sharp) and ♭ (flat) symbols. • Use and understand simple time signatures.