



Arnold View Primary School

Music Skills and Knowledge Progression Framework



Intent

At Arnold View Primary School, our music curriculum intends to inspire creativity, self-expression and encourages our children on their musical journeys as well as giving them opportunities to connect with others. We hope to foster a life-long love of music by exposing the children to diverse musical experiences. By listening and responding to different musical styles, finding their voices as singers and performers and as composers, we hope to enable children to become confident, reflective musicians. The aims of our Music curriculum are to develop pupils who:

- Can sing and use their voices individually and in a group
- Create and compose music on their own and with others
- Use technology appropriately when composing
- Have opportunities to learn a musical instrument
- Understand and explore how music is created, produced and communicated
- Listen to, review and evaluate the work of great composers and musicians from a range of historical periods, genres, styles and traditions
- Enjoy and have an appreciation of a range of different musical styles e.g. Classical, Jazz, Hip Hop, Pop, Rock etc.
- Use and understand musical language and include musical features in their own work
- Make judgements about the quality of music
- Have opportunities to play a wide variety of instruments
- Have different opportunities to take part in performances

We believe in the importance of sequencing a curriculum which is progressive and designed effectively to reduce gaps in knowledge and to enable children to learn more and remember more. We also believe strongly in supporting cognitive load, enabling children to accumulate information in manageable chunks so that they understand one idea before moving onto the next.

Our skills and knowledge progression frameworks are separated into two strands: disciplinary knowledge and substantive knowledge. Disciplinary knowledge involves the skills needed in this subject area to gain knowledge to be an accomplished musician. Substantive knowledge is the specific, factual content – or ‘Sticky Knowledge’ – that we expect our children to acquire during their time at Arnold View.

Music and SEND

For pupils with SEND, adaptations may be made in music which are based on the child’s individual needs. However, we acknowledge that pupils with SEND do not generally benefit from differentiated teaching, tasks or expectations. Targeted teaching, however, can be effective in ensuring pupils achieve specific goals. We also ensure that SEND pupils are appropriately challenged in music by:

- Teaching staff using teaching methods which match the needs of children and not planning for overly elaborate tasks which make it more difficult for pupils with SEND to learn curriculum content.
- Having an ethos that any adaptations should be based on individual needs and should aim to retain ambition for pupils with SEND.
- Understanding that for pupils with SEND needs which are more complex, it may be appropriate to have different curriculum expectations.
- Chunking content into smaller steps and using clear and concise instructions.

Skills and Knowledge Progression Framework

Disciplinary Knowledge – What skills do I need to do to be a successful Musician?

	KS1		LKS2		UKS2		KS3
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Listening	<ul style="list-style-type: none"> Children will have sung and will sing familiar songs and rhymes. Children will know a number of songs by heart. They may also know parts of pop songs that they hear playing on the radio or in film. 	<ul style="list-style-type: none"> Recognising timbre changes in music they listen to. Recognising structural features in music they listen to. Listening to and recognising instrumentation. Beginning to use musical vocabulary to describe music Identifying melodies that move in steps. Listening to and repeating a short, simple melody by ear. Suggesting improvements to their own and others' work. 	<ul style="list-style-type: none"> Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Understanding that music from different parts of the world, and different times, has different features. Recognising and explaining the changes within a piece of music using musical vocabulary. Describing the timbre, dynamic, and textual details of a piece of music, both verbally, and through movement. Beginning to show an awareness of metre. Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work. 	<ul style="list-style-type: none"> Recognising the use and development of motifs in music. Identifying gradual dynamic and tempo changes within a piece of music. Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Identifying common features between different genres, styles and traditions of music. Recognising, naming and explaining the effect of the interrelated dimensions of music. Identifying scaled dynamics (crescendo/decelscendo) within a piece of music. Using musical vocabulary to discuss the purpose of a piece of music. Using musical vocabulary when discussing improvements to their own and others' work. 	<ul style="list-style-type: none"> Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. 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. 	<ul style="list-style-type: none"> 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. Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts. Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. Identifying the way that features of a song can complement one another to create a coherent overall effect. 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. 	<ul style="list-style-type: none"> Begin to recognise the differences in styles of the 4 musical periods.

<ul style="list-style-type: none"> Experiment with different noises they can create. Repeat and recreate these noises. They will have opportunities to create their own music using a range of objects, including body parts and instruments. 	<ul style="list-style-type: none"> Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Combining instrumental and vocal sounds within a given structure. Creating simple melodies using a few notes. Choosing dynamics, tempo and timbre for a piece of music. 	<ul style="list-style-type: none"> Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. Successfully combining and layering several instrumental and vocal patterns within a given structure. Creating simple melodies from five or more notes. Choosing appropriate dynamics, tempo and timbre for a piece of music. Using letter name and graphic notation to represent the details of their composition. Beginning to suggest improvements to their own work. 	<ul style="list-style-type: none"> Composing a piece of music in a given style with voices and instruments. Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. Suggesting and implementing improvements to their own work, using musical vocabulary. 	<ul style="list-style-type: none"> Composing a coherent piece of music in a given style with voices, bodies and instruments. Beginning to improvise musically within a given style. Developing melodies using rhythmic variation, transposition, inversion, and looping. Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions. Suggesting and implementing improvements to others' work, using musical vocabulary. 	<ul style="list-style-type: none"> Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). Improvising coherently within a given style. Using staff notation to record rhythms and melodies. 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. 	<ul style="list-style-type: none"> Improvising coherently and creatively within a given style, incorporating given features. Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments. Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. Recording own composition using appropriate forms of notation. Constructively critique their own and others' work, using musical vocabulary. 	<ul style="list-style-type: none"> Respond to a given starting point for a composition. Further develop musical ideas using the interrelated dimensions of music such as structure, harmony, melody, instrumentation etc.
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<ul style="list-style-type: none"> Children will have experience of making sounds with everyday objects-separating Velcro, banging a saucerpan, stomping feet. Children will have experience of at making sounds using a variety of musical instruments. 	<ul style="list-style-type: none"> Using their voices expressively to speak and chant. Singing short songs from memory, maintaining the overall shape of the melody and keeping in time. Maintaining the pulse (playing on the beat) using hands, and tuned and untuned instruments. Copying back short rhythmic and melodic phrases on percussion instruments. Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance. 	<ul style="list-style-type: none"> Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). Singing short songs from memory, with melodic and rhythmic accuracy. Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. Performing expressively using dynamics and timbre to alter sounds as appropriate. Singing back short melodic patterns by ear and playing short melodic patterns from letter notation. 	<ul style="list-style-type: none"> Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology. 	<ul style="list-style-type: none"> 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. Singing and playing in time with peers with accuracy and awareness of their part in the group performance. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. 	<ul style="list-style-type: none"> Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and Expression. Working as a group to perform a piece of music, adjusting the dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. Performing a solo or taking a leadership role within a performance. Performing with accuracy and fluency from graphic and staff notation and from their own notation. Performing by following a conductor's cues and directions. 	<ul style="list-style-type: none"> Singing songs in two or more secure parts from memory, with accuracy, fluency, control and Expression. Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. Performing a solo or taking a leadership role within a performance. Performing with accuracy and fluency from graphic and staff notation and from their own notation. Performing by following a conductor's cues and directions. 	<ul style="list-style-type: none"> Perform with an awareness of style. Perform using the interrelated dimensions of music. Perform in an ensemble showing and awareness of parts. Continue own part with an awareness of others and the impact of overall performance. Pupils will be able to sing in harmony and parts with increasing confidence and accuracy. They will also be able to perform parts from memory using simple notations. They can take part in an ensemble or solo performance with increasing confidence and awareness of the interrelated dimensions of music. Take the lead in performance. Increase development of ensemble skills. Continue own part with an awareness of others and the impact of the overall performance.
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Substantive Knowledge – Sticky Knowledge

EYFS	KS1	LKS2	UKS2	KS3
<p>They may start to have views about what they like and don't like and be able to join in with parts.</p>	<p>Cycle A: Pulse and Rhythm (All About Me)</p> <ul style="list-style-type: none"> To know that rhythm means a pattern of long and short notes. To know that pulse is the regular beat that goes through music. To understand that the pulse of music can get faster or slower. To know that a piece of music can have more than one section, eg a verse and a chorus. <p>Cycle B: Musical Vocabulary (Under the Sea)</p> <ul style="list-style-type: none"> To understand that pitch means how high or low a note sounds. To know that 'timbre' means the quality of a sound; eg that different instruments would sound different playing a note of the same pitch. To know that music has layers called 'texture'. 	<p>Cycle A: Instrumental Scheme (South Africa)</p> <ul style="list-style-type: none"> To know the key features of South African Gumboot music. To understand the key features of staff notation including: clefs, key signatures, time signatures, minims, semibreves, crotchets, rests, and how pitch is shown. To know the correct technique for playing tuned percussion instruments. <p>Cycle B: Ballads</p> <ul style="list-style-type: none"> To know that a ballad tells a story through song. To know that lyrics are the words of a song. To know that in a ballad, a 'stanza' is a verse. 	<p>Cycle A: Composition Notation (Ancient Egypt)</p> <ul style="list-style-type: none"> To know that simple pictures can be used to represent the structure (organisation) of music. To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad. To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note. <p>Cycle B: Blues</p> <ul style="list-style-type: none"> To understand that a chord is the layering of several pitches played at the same time. To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords. To know that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry. To know that a 'bent note' is a note that varies in its pitch, eg the pitch may slide up or down. 	<ul style="list-style-type: none"> Develop an understanding of the interrelated dimensions of music such as timbre, texture, duration etc.

Spring	<p>They may start to have views about what they like and don't like and be able to join in with parts.</p>	<p>Cycle A: Pitch and Tempo (Superheroes) To understand that tempo can be used to represent mood or help tell a story. To understand that 'tuned' instruments play more than one pitch of notes. To know that following a leader when we perform helps everyone play together accurately.</p> <p>Cycle B: Musical Me To understand that 'melody' means a tune. To know that 'notation' means writing music down so that someone else can play it. To understand that 'accompaniment' can mean playing instruments along with a song. To understand that a melody is made up from high and low pitched notes played one after the other, making a tune.</p>	<p>Cycle A: Instrumental Scheme (Caribbean) To know the key features of Calypso music To understand how to read and play quavers from staff notation, and pitches from staff notation with letter name prompts. To be able to play tuned percussion with the correct technique.</p> <p>Cycle B: Pentatonic Melodies To know that the word 'crescendo' means a sound getting gradually louder. To know that some traditional music around the world is based on five notes called a 'pentatonic' scale. To understand that a pentatonic melody uses only the five notes C D E G A.</p>	<p>Cycle A: Dynamics, Pitch and Texture To know that the conductor beats time to help the performers work well together. To understand that improvisation means making up music 'on the spot'. To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change. To know that timbre can also be thought of as 'tone colour' and can be described in many ways eg warm or cold, rich or bright.</p> <p>Cycle B: Theme and Variations To know that a 'theme' is a main melody in a piece of music. To know that 'variations' in music are when a main melody is changed in some way throughout the piece. To know that 'The Young Person's Guide to the Orchestra' was written in 1945 by Benjamin Britten. To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly</p>	<ul style="list-style-type: none"> Use the interrelated dimensions of music to describe what is happening in a piece of music. Compare and contrast music in different styles and genres.
Summer	<p>They may start to have views about what they like and don't like and be able to join in with parts.</p>	<p>Cycle A: Orchestral Instruments (Traditional Western Stories) To know that musical instruments can be used to create 'real life' sound effects. To know that woodwind instruments, like flutes, are played by blowing air into or across a mouthpiece To know that stringed instruments, like violins, make a sound when their strings vibrate. To know that a brass instrument is played by vibrating your lips against the mouthpiece. To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches.</p> <p>Cycle B: Myths and Legends (Graphic Scores) To know that a graphic score can show a picture of the structure of music. To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music. To know that 'Tintagel' is an example of a 'symphonic poem' written by Arthur Bax in 1917.</p>	<p>Cycle A: Instrumental Scheme (South America) To know the history and key features of salsa music. To understand how to play pitches and rhythms from staff notation without prompts. To be able to play tuned percussion with the correct technique.</p> <p>Cycle B: Adapting and Transposing Motifs To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music for example, Beethoven's fifth symphony (dah dah dah dum!). To know that 'transposing' a melody means changing its key, making it higher or lower pitched. To know that a motif can be adapted by changing the notes, the rhythm or the order of notes.</p>	<p>Cycle A: Baroque To know that a 'polyphonic' texture means lots of individual melodies layered together, like in a canon. To know that music in which very similar parts are introduced one by one to overlap is called a canon. To know that ground bass is a repeating melody played on a bass instrument in Baroque music. To know that a 'counter-subject' or 'counter-melody' provides contrast to the main melody. To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes. To know that a canon is a musical structure or 'form' in which an opening melody is imitated by one or more parts coming in one by one.</p> <p>Cycle B: Composition to Represent the Festival of Colour To know that a vocal composition is a piece of music created only using voices. To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made. To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways. To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.</p>	<ul style="list-style-type: none"> Begin to have an awareness of the different periods of music. Develop an understanding of the differences between classical and popular music.