

MUSIC

DISCIPLINARY KNOWLEDGE PROGRESSION

	Year 1/2	Year 3/4	Year 5/6
Transcribe	Use symbols to represent a composition and use them to help with a performance.	- 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.	- 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 b (flat) symbols. - Use and understand simple time signatures.
Describe music	- Identify the beat of a tune. - Recognise changes in timbre, dynamics and pitch.	- 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.	- Choose from a wide range of musical vocabulary to accurately describe and appraise music including: • pitch • dynamics • tempo • timbre • texture • lyrics and melody • sense of occasion • expressive • solo • - Describe how lyrics often reflect the cultural context of music and have social meaning. • rounds • harmonies • accompaniments • drones • cyclic patterns • combination of musical elements • cultural context.
Perform	Take part in singing, accurately following the melody.	- Sing in tune. - Maintain a simple part within a group.	- Sing or play from memory with confidence. - Perform solos or as part of an ensemble.

	• 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. • Sing from memory with accurate pitch	• 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.	• 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 skillful playing (instrument)
Compose	• 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	• 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.	• 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