

# The Welbeck Federation

## Music

### Progression of Knowledge



#### **This is how our children's SUBJECT knowledge builds from EYFS to Year 6.**

*In order for pupils to become confident musician, they must learn, practise and secure the key knowledge. Pupils will be engaged, inspired and develop a love of music. As they learn, they will be given the freedom to become more independent and creative musicians.*

*The progression plan will inform planning to ensure that learning is built within the lesson sequence, within the topic, within the year and over time.*

*We want our children to move from being novices to become more skilled and knowledgeable musicians. We will focus our instrumental learning on the glockenspiel.*

*The Charanga Music scheme will be used as a resource to support teaching and learning.*

#### **Key Stage 1**

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music

#### **Key Stage 2**

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Understanding musical elements	Listen and Respond	Singing	Playing Instruments	Improvising	Composing	Performing
<i>Understand and know the meaning of an increasing range of appropriate vocabulary relating to the dimensions of music.</i>	<i>Understand music's design and cultural place while learning about and feeling the impact music has on us. Discuss the historical and cultural context of the music, which helps to embed learning through listening to one another and sharing ideas.</i>	<i>Sing in solo and ensemble contexts, using voices with increasing accuracy, fluency, control, and expression</i>	<i>Play in solo and ensemble contexts, playing glockenspiels with increasing accuracy, fluency, control, and expression.</i>	<i>Understand the difference between improvising and composing.</i>	<i>Experiment with different combinations of rhythm and pitch to create simple melodies.</i>	<i>Showcase what they have learnt within a lesson or unit, by sharing songs they have learned to sing, instruments on which they have learnt to perform, improvising skills and compositions they have created.</i>
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Understanding Musical Elements						
<b>Pulse/beat/metre</b> Know how to play a simple/steady beat.	<b>Pulse/beat/metre</b> Know that music usually has a steady.	<b>Pulse/beat/metre</b> Know and identify the steady beat in a piece of music.	<b>Pulse/beat/metre</b> Know that the steady beat can be in different metres, counts of 4 (4/4)	<b>Pulse/beat/metre</b> Know that the steady beat can be in different metres, including 2/4, 3/4 and 4/4.	<b>Pulse/beat/metre</b> Know that the time signature is related to the steady beat or metre.	<b>Pulse/beat/metre</b> Know that music can be in various time signatures including 2/4, 3/4 and 4/4 Know that syncopation is when the strongest notes are not on the beat.
<b>Melody/pitch</b> Begin to know and copy pitch and melody.	<b>Melody/pitch</b> Know that the pitch of a note is how high or how low it is.	<b>Melody/pitch</b> Know that the pitch of a note is higher or lower than other notes.	<b>Melody/pitch</b> Know that the pitch of a note is how high or how low it is. Know that music can be in major and minor keys.	<b>Melody/pitch</b> Know that melody is created by changes in pitch Know that music can be in major and minor keys.	<b>Melody/pitch</b> Know that pitch can change in steps, jumps and leaps. Know that a second part in a musical piece creates harmony. Know that music in a minor key often sounds sad in comparison to music in a major key. Know that a pentatonic melody has 5 different notes	<b>Melody/pitch</b> Know that two notes an octave apart have the same letter
<b>Rhythm/duration</b> Know that notes can be long or short.	<b>Rhythm/duration</b> Know the difference between a steady beat and a rhythm.	<b>Rhythm/duration</b> Know the difference between a steady beat and a rhythm.  Know that notes can be long or short.	<b>Rhythm/duration</b> Know that crotchets are worth 1 beat and quavers are worth half a beat.	<b>Rhythm/duration</b> Know that minims are worth 2 beats, crotchets are worth 1 beat and quavers are worth half a beat. Know that rests represent silence	<b>Rhythm/duration</b> Know that semibreves are worth 4 beats, minims are worth 2 beats, crotchets are worth 1 beat and quavers are worth half a beat. Know that rests are represented by different symbols.	<b>Rhythm/duration</b> Know that semibreves are worth 4 beats, minims 2 beats, crotchets 1 beat, quavers half a beat and semi-quavers are worth a quarter of a beat. Know that a crotchet rest is worth one beat. Know that a dotted rhythm is one where longer notes alternate with shorter notes.
<b>Tempo</b> Know how to copy fast and slow.	<b>Tempo</b> Know that some songs are fast and some are slow.	<b>Tempo</b> To know that tempo is the speed of the music.	<b>Tempo</b> Know that tempo is the speed of the music. Know that tempo can change for effect.	<b>Tempo</b> Know that <i>allegro</i> means fast and <i>adagio</i> means slow.	<b>Tempo</b> Know that accelerando means getting faster and rallentando means getting slower	<b>Tempo</b> Know that different musical styles use different tempi. Know that songs or instrumental pieces can end with rallentando
			<b>Dynamic/articulation</b> Know that dynamics are how loud or soft sounds are. Know that music can be smooth or short and detached.	<b>Dynamics/articulation</b> Know that <i>crescendo</i> means getting louder and <i>diminuendo</i> or <i>decrescendo</i> means getting softer. Know that <i>legato</i> means smooth and <i>staccato</i> means short and detached	<b>Dynamics/articulation</b> Know that mezzo forte (mf) means moderately loud and mezzo piano (mp) means moderately quiet. Know that dynamics can change the mood and feel of the music	<b>Dynamics/articulation</b> Know that fortissimo (ff) means very loud and pianissimo (pp) means very quiet. Know that there is a connection between dynamics and texture e.g adding more musicians makes the music louder.
			<b>Timbre</b> Know that timbre is the particular tone or sound made by a voice or instrument. Know that timbre allows us to distinguish one voice or instrument from another. Know timbres of instruments including strings, drum kit, piano and glockenspiel.	<b>Timbre</b> Know that timbre can be described using words such as brassy, breathy, bright, clean, rich, warm, cold, dull, thin or distorted. Know the timbres of different instruments.	<b>Timbre</b> Know the timbres of instruments including oboe, clarinet and flute.	<b>Timbre</b> Know the timbre of instruments including a saxophone. Know the characteristic sounds of an orchestra, a pop group and a jazz band.
			<b>Texture</b> Know that a solo is played or sung by a single instrument or voice. Know that unison is when all voices/instruments sing /play the same melody at the same time.	<b>Texture</b> Know that a duet is when two singers or musicians play together. Know that music with only a few instruments, voices, melodies or harmonies has a thin texture.	<b>Texture</b> Know that backing vocals are used to add texture.	<b>Texture</b> Know that changes in texture can be created by adding or taking away layers of voice, instrument, melody or harmony.

			Know that texture is the effect of different layers in the music	Know that music with more layers of voices, instruments, melodies and harmonies has a thicker texture		
			<b>Structure</b> Know that the introduction is an instrumental section before the main melody or vocals begin. Know that a chorus is repeated in between verses of a song.	<b>Structure</b> Know that sections of a song or instrumental piece can be repeated. Know that music can be structured so that question phrases can be followed by answer phrases.	<b>Structure</b> Know that an instrumental break in a song is where the vocals stop for a time before restarting. Know that the bridge is a contrasting section that links two sections of a song or piece of music.	<b>Structure</b> Know that rock and pop music is often structured with verses, chorus, bridge and instrumental breaks. Know that folk music often has a verse and chorus structure. Know that ABA structure is often known as ternary form.

### Listen and Respond

Know how to move in response to music. Know the name of some instruments.	<b>Build on prior knowledge and:</b> Know how to describe their thoughts and feelings about a piece of music. Know how to explain what they think about a piece of music. To know that different instruments make different sounds. To know that songs can be fast or slow. To begin to know where music fits in in the world. To begin to know some different styles of music.	<b>Build on prior knowledge and:</b> Know how to listen carefully to a piece of music in various styles, including live and recorded music. Know how to describe their thoughts and feelings about a piece of music. Know how to compare music they have heard before to a piece they are listening to currently. Know how to discuss the style of a piece of music. Know how to discuss the meaning of a piece of music. Know how to recognise changes in mood. Know some musical styles. <b>Hip-hop, Jazz and pop (Autumn)</b>	<b>Build on prior knowledge and:</b> Know that music creates feelings in listeners. To know how to use appropriate musical language when discussing a piece of music. Know how to compare the styles of music. <b>Country and pop (Autumn)</b>	<b>Build on prior knowledge and:</b> Know that music can be described by referring to each of the musical elements. Know why a song has been written and its meaning. Know how to identify the metre. Know that the tempo can be identified as fast, slow or steady. Know how to discuss the structure of a song. Know and understand what a musical introduction is and its purpose. Know how to identify major and minor totalities. Know the features to confidently identify the style of a piece of music. Know the musical features that distinguish: <b>20<sup>th</sup> and 21<sup>st</sup> Century Orchestral, Reggae, Soul, R&amp;B, (Autumn)</b>	<b>Build on prior knowledge and:</b> Know how to justify a personal opinion with reference to the musical elements. To know what a bridge passage is and its position in a song. To know the role of a main theme in musical structure. To know that rap is a rhythmic vocal style. Know how to recognise the sound of notes of the pentatonic scale by ear and notation.  Know the musical features that distinguish: <b>20<sup>th</sup> &amp; 21<sup>st</sup> Century Orchestra and Gospel (Autumn)</b>	<b>Build on prior knowledge and:</b> Know how to identify the following instruments through a range of media: bass guitar; electric guitar; percussion; sections of the orchestra such as brass woodwind and strings; electric organ; congas; piano and synthesisers; and vocal techniques. Know what a musical introduction and outro are and their purpose. Know how to identify major and minor totalities and chord triads.  Know the musical features that distinguish: <b>Soul and Pop (Autumn)</b>
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### Singing

Sing a range of well-known nursery rhymes and songs.	<b>Build on prior knowledge and:</b> Know how to sing, rap or rhyme as part of a choir/group. Know how to demonstrate good singing posture. Know how to sing unit songs from memory. Know that songs we sing have a meaning and try to understand the meaning. Know that we follow the leader or conductor. Know how to add actions and/or movement to a song.	<b>Build on prior knowledge and:</b> Know how to sing as part of a choir or alone. Know what good singing posture means. Know that songs can be sung from memory. Know how to sing with more pitch accuracy. Know that the leader or conductor keeps everybody together. Know how to communicate the meaning of words when singing. Know how to reflect on ways to improve performance with greater attention to detail such as diction, expression, breathing, neatness, facial expression and dynamics.	<b>Build on prior knowledge and:</b> Know how to sing as part of a choir and in unison. Know that diction is the clear enunciation or words in singing. Know that paying attention to the meaning of words results in more expressive singing. Know how to sing with attention to breathing and phrasing. Know how to discuss what the song or piece of music might be about. Know the role of the conductor when singing in a group and how to follow confidently. Know how to keep 'in time' by having an awareness of following the beat. Know how to sing a widening range of unison songs, of varying styles and structures. Know the difference between unison and part songs.	<b>Build on prior knowledge and:</b> Know how to sing as part of a choir with awareness of size; the larger the choir, the thicker and richer the musical texture. Know how to rehearse and learn songs from memory and/or with notation. Know how to sing in different time signatures: 2/4, 3/4 and 4/4. Know how to sing 'on pitch'. Know the role of the conductor is significant. Know that a round is when groups sing the same melody but each group begins at a different time. Know that the time signature effects the feel of a song. Know how vowel sounds and consonants should be enunciated in singing. Know that attention to breathing and phrasing results in more expressive singing.	<b>Build on prior knowledge and:</b> Know how to sing a second part in a song. Know how to sing in 2/4, 3/4, 4/4 Know that the time signature effects the feel of the song. Know how to self-correct when lost or out of time. Know that attention to dynamics and articulation results in more expressive singing. To know how to sing solo with confidence. Know how to respond to a leader or conductor. Know the composer and historical and cultural contexts of songs chosen. Know that different styles of singing are used for different styles of song. Know how to perform with confidence.	<b>Build on prior knowledge and:</b> Know how to sing, as part of a choir, songs that involve syncopated rhythms, with a good sense of ensemble and performance. Know how to demonstrate good posture and breath control when singing and the importance of it. Know how to sing with and without an accompaniment. Know how to sing syncopated melodic patterns. Know how to lead a singing rehearsal effectively. Know that paying attention to the style of a song leads to more expressive singing.
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### Playing Instruments

Know the ways to play some instruments.	<b>Build on prior knowledge and:</b> Know how to play an instrumental part by ear. Know how to use instruments carefully and with respect. Know how to play together with everyone while keeping in time with a steady beat.	<b>Build on prior knowledge and:</b> Know how to rehearse and perform their parts within the context of the unit song. Know how to play glockenspiels together as a group whilst keeping in time with a steady beat.	<b>Build on prior knowledge and:</b> Know how to play a simple melodic instrumental part, by ear or from notation, in C, F, G and E major. Know that a glockenspiel beater should be held loosely to allow the sound to ring out.	<b>Build on prior knowledge and:</b> Know how to play a simple melodic instrumental part, by ear or from notation, in C, F, G and D major and D minor. Know how to perform melodies on a glockenspiel following staff notation,	<b>Build on prior knowledge and:</b> Know how to rehearse and learn to play an instrumental part, by ear or from notation, in the tonal centres of C, F, G major, E $\flat$ major, C and D minor. Know how to rehearse a piece of music in order to improve.	<b>Build on prior knowledge and:</b> Know how to rehearse and learn to play an instrumental part, by ear or from notation, in the tonal centres of C, F, G, D, E, A major, E $\flat$ major, D and F minor. Know how to play a melody, following staff notation written on one staff and using notes within an octave range.
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	Know how to perform short repeated rhythm patterns on a glockenspiel while keeping in time with a steady beat.		Know that glockenspiel bars should be struck in the centre. Know that the bottom row of glockenspiel bars are notes A-G Know how to play together as a group while keeping the beat. Know how to listen to and follow musical instructions from a leader.	using a small range, as a whole class or in small groups.	Know that B $\flat$ is the same note as A $\sharp$ and where it is on the glockenspiel.	Know how to play a more complex part. Know where C $\sharp$ is on the glockenspiel. Know that E $\flat$ is the same as D $\sharp$ and where it is on the glockenspiel.
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### Improvising

Know that you can invent your own stories/rhymes/songs. Know how to experiment with a range of instruments/body percussion/voice sounds.	<b>Build on prior knowledge and:</b> Know that improvisation is when you make up your own simple tune on the spot. Know how to follow a steady beat and stay in time when improvising. Know how to improvise simple patterns using 'question and answer' phrases. Know the difference between creating a rhythm patten and a pitch pattern.	<b>Build on prior knowledge and:</b> Know how to work collaboratively to improvise simple 'question and answer' phrases to be sung and played on untuned percussion, creating a musical conversation. Know how to improvise using notes A-G.	<b>Build on prior knowledge and:</b> Know that improvisation can involve just rhythm patterns or rhythm and melody. Know how to structure musical ideas to create music that has a beginning, middle and end. Know how to be more skilled when improvising by using more notes, rhythms and include rests or silent beats. Know how to explore improvisation on a glockenspiel using a small pitch range.	<b>Build on prior knowledge and:</b> Know how to improvise within a major scale using the notes A-G and F $\sharp$ . Know that using more notes when improvising improves the outcome. Know how to include musical features when improvising such as legato and staccato. Know how to improvise over a simple chord progression/groove.	<b>Build on prior knowledge and:</b> Know how to improvise within the minor scale using the notes A-E and E $\flat$ . Know how to improvise over a simple groove, responding to the beat and creating a satisfying melodic shape. Know how to use a wider range of dynamics when improvising. Know how to use melodic jumps (intervals) that might get higher or lower. Know how to explore rhythm patterns created from quavers, crotchets, semi-quavers, minims and their rests.	<b>Build on prior knowledge and:</b> Know how to improvise within a major scale, using the notes A-G and B $\flat$ . Know how to improvise over a simple groove, responding to the beat and creating a satisfying melodic shape with varied dynamics and articulation.
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### Composing

	<b>Build and prior knowledge and:</b> Know that the story of music is written on a musical score. Know how to explore sounds to create their own melody. Know how to perform their simple composition using 2-5 notes. Begin to know how to create a musical score. Know how to create musical sound effects in response to music and video stimuli.	<b>Build on prior knowledge and:</b> Know how to start a tune on note one and end it on note one. Know that a composition should have a beginning, middle and end. Know how to use graphic symbols, dot notation and stick notation to keep record of composed pieces. Know that long and short notes can be used when composing.	<b>Build on prior knowledge and:</b> Know how to create a simple melody, using crotchets, minims and paired quavers. Know how to successfully create a melody in keeping with the style of the backing track. Know how to include a home note to create a sense of ending/coming home. Know how to give the melody a shape. Know how to describe and explain how their melodies have been created. Know how to use simple structures within compositions. Know how to create a tempo instruction. Know how to use simple dynamics.	<b>Build on prior knowledge and:</b> Know how to create a melody using crotchets, minims, quavers and their rests. Know how to use a pentatonic scale when composing. Begin to understand the structure of the composition. Know how to explain the musical shape, melodic intervals (a melody that leaps) and melodic steps (a melody that moves to the next note). Know that questions and answer phrases can be included in compositions.	<b>Build on prior knowledge and:</b> Know how to create a melody using crotchets, quavers, minims, semibreves and semiquavers and all rests. Know how to use a pentatonic and full scale when composing. Know how to use major and minor totality. Understand how chord triads are formed and play them on tuned percussion. Know how to create a composition with awareness of the basic chords in the backing track. Know that five notes can be combined with known rhythmic notation to create a pentatonic melody. Know that a wider range of dynamics can be used to add interest to compositions.	<b>Build on prior knowledge and:</b> Know how to plan and compose an 8 or 16-beat melodic phrase using a pentatonic scale and incorporate rhythmic variety and interest. Know how to notate a melody. Know how to compose a ternary piece (ABA form) Know how to use available music software/apps to create and record a composition, discussing how musical contrasts are achieved.
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### Performing

Know how to perform songs, rhymes poems and stories with others and when appropriate move in time to the music. Know how to rehearse and perform in a Nativity.	<b>Build on prior knowledge and:</b> Know how to add actions and movements to a song. Know how to perform a song from memory. Know how to follow the leader or conductor. Begin to know how to play tuned and untuned instruments musically within the performance. Begin to know how to use the voice expressively. Begin to know how to play together as an ensemble.	<b>Build on prior knowledge and:</b> Know how to perform a song from memory. Know how to follow the leader or conductor. Know how to express what was enjoyed during a performance and what could have been done better. Know how to introduce a performance. Know how to play tuned and untuned instruments musically within the performance. Know how to use the voice expressively and creatively when singing.	<b>Build on prior knowledge and:</b> Know how to rehearse and perform for an audience. Know how to talk about the strengths of a performance, how they felt and what they would like to change. Know how to introduce the performance with an understanding of what the song is about.	<b>Build on prior knowledge and:</b> Know how to rehearse and enjoy the opportunity of sharing what has been learnt in the lessons. Know how to play and perform melodies following staff notation, using a small range, as a whole class or in small groups. Know how to include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance. Know how to explain why the song was chosen, including the composer and the historical context of the song. Know how to communicate the meaning of the words and articulate them clearly.	<b>Build on prior knowledge and:</b> Know how to create, rehearse and present a holistic performance for a specific purpose, for a friendly but unfamiliar audience. Know that performing can be done in small groups as well as the whole class. Know how to perform from memory or with notation, with confidence and accuracy. Know how to record a performance to compare it with a previous performance and explain how well the performance communicated the mood of each piece. Know how to discuss and talk musically about the strengths and weaknesses of a performance.	<b>Build on prior knowledge and:</b> Know how to create, rehearse and present a holistic performance for a specific event. Know the importance of having a detailed understanding of the musical, cultural and historical contexts. Know how to perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience. Know the value if choreographing any aspect of a performance. Know the importance of the performing space and how to use it. Know how to rehearse and lead parts of the performance, individually or as a group.
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