



Higham Primary School Progression of Knowledge and Skills – Music

Intent

Music is an integral and well-resourced part of life at Higham. We aim for music lessons to be enjoyable and inspiring, for both pupils and teachers. The wide variety of musical opportunities provided at Higham, encourage pupils to feel knowledgeable, reflective and expressive whilst also developing their appreciation of music from different cultures and eras. Pupils participate in a range of musical experiences, building up their confidence, developing their understanding of pitch, rhythm, and structure, as well as learning technical vocabulary for these elements. All children are actively encouraged and given the opportunity to play a musical instrument within a whole class lesson. Music is planned in-line with the Model Music Curriculum, with cross curricular links where possible.

Implementation

Music is taught as a discrete subject but also across the curriculum. Areas of learning such as times tables in maths, vocabulary in French and movement in dance all incorporate different elements of music. A weekly Key Stage 2 singing assembly provides pupils with opportunities to develop their singing skills and builds understanding of musical elements such as dynamics and tempo. Performances such as Christmas productions and church services, along with our extra-curricular activities demonstrates, that music is important to life at Higham.

At Higham, we use the Twinkl Masters of Melody scheme of work, which offers high quality, practical, and engaging musical experiences to support children's learning. A steady progression of knowledge and skills has been devised, both within each year and from one year to the next, ensuring consistent musical development. The Twinkl scheme incorporates many examples of music styles and genres from different times and places which are explored via active listening, performing and composing activities, enabling understanding of the context and genre. Pupils are actively involved in using and developing their singing voices and using body percussion, and learning to handle and play classroom instruments to create and express their own and others' music. Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose and perform.

During music lessons children will be given opportunities to learn music specific vocabulary in a meaningful context and to apply skills and collaborate to create compositions. All pupils within KS2 have access to whole class lessons on glockenspiels. In addition to class lessons, Higham also has a KS2 School Choir which is well attended and much enjoyed by the children.

Impact

Through each pupil's journey at Higham, their musical skills and understanding are built on year upon year. From singing simple songs from memory and performing simple rhythm patterns in KS1, they move to more advanced technique skills and understanding in lower KS2. These skills are then further developed in upper KS2 where pupils are able to play instruments confidently, and have the ability to read and follow a simple musical score. Throughout all of this the pupil's enjoyment of music is a key element, running alongside the taught musical skills, objectives and musical terminology. We want to ensure that music is loved and valued by teachers and pupils, encouraging them to want to continue building on this wealth of musical ability, now and in the future.

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	EAD – Being Imaginative and Expressive - Invent, adapt and recount narratives and stories with peers and their teacher. - Sing a range of well-known nursery rhymes and songs. - Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.	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 wide range of high-quality live and recorded music. - Experiment with, create, select, and combine sounds using the inter-related dimensions of music.		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. - 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 recorded music drawn from different traditions and from great composers and musicians. - Develop an understanding of the history of music.			
Timbre	To recognise that different instruments and sound sources make different sounds (timbres) and to describe what they hear.	To recognise that different instruments playing notes of the same pitch have different sounds (timbres).	To know that different instruments can be used to represent different moods/ideas based on their timbre.	To understand that changing the instrument used can have an impact on the style and mood of a piece of music. To know the terms <i>legato</i> (smooth) and <i>staccato</i> (detached).	To recognise that the timbre of our voice can be changed to suit different musical styles. To understand that some instruments can produce different timbres when played in different ways.	To know how to adapt their voice to create different timbres without causing vocal damage. To recognise that outside factors such as setting and weather can have an effect on the timbre of both the voice and musical instruments.	To understand how to care for both musical instruments and voices in order to produce the desired timbre. To recognise how a range of different timbres can be created on the instrument that they have been learning.
Texture	To explore musical texture by listening to and making music with one or more sounds at the same time.	To know that texture is the term used to describe the different layers in a piece of music.	To understand that texture can be created through layering different pitches and rhythms.	To understand that certain pitches and rhythms work together better than others to create texture in a piece of music.	To know that when notes of two different pitches are played together at the same time it is called a harmony. To understand that texture can be created through using a combination of different instrumentation, pitches and rhythm.	To know that the layering of several rhythms together is called a polyrhythm. To know that the layering of several notes of different pitches creates a chord.	To understand that musical texture means the way that all of the different vocal, instrumental and rhythmic components of the music relate to each other.
Dynamics	To explore dynamics by identifying and creating loud and quiet sounds.	To know that dynamics refers to the loudness or softness (quietness) of a piece of music.	To understand that dynamics add to the overall mood of a piece of music.	To understand that changes in dynamics can be gradual. To know and be able to use the words ' <i>forte</i> ' (loud) and	To understand how the dynamics of a piece of music may be different for each instrument/voice within the piece and how this can have	To recognise how altering texture, dynamics, pitch and tempo in a piece of music can all work together to	To understand why a performer may alter the dynamics in a piece of music

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				' <i>piano</i> ' (soft) to describe the changing dynamics of a piece of music.	an impact on the overall texture of the music. To know the terms <i>crescendo</i> (getting louder) and <i>decrescendo</i> (getting softer).	create music which can sound vastly different. To increase understanding of a range of dynamics used within music.	to change its texture and overall feel. To be confident in the use of all previous dynamic terms, including <i>fortissimo</i> (very loud), <i>pianissimo</i> (very soft), <i>mezzo forte</i> (moderately loud) and <i>mezzo piano</i> (moderately soft).
Structure	To recognise and explore how music is organised, including repeated sections and the beginning, middle and end of a piece.	To know that different sections within a piece of music follow different conventions.	To recognise that music from different traditions often follows different structural conventions. Understand the structural terms: call and response ; question phrase , answer phrase , echo , ostinato .	To know that different sections within a piece of music follow different conventions.	To know that the term 'ostinato' refers to a repeated musical pattern and to recognise an ostinato in a piece of music. Understand the structural features of rounds , partner songs , repetition and contrast .	To understand what is meant by a 'ternary' piece and to be able to use this structure to create their own compositions.	To be able to understand structural features within a piece of ensemble music and use dynamics appropriately to help create the correct texture and mood for the piece.
Pitch	To explore pitch by identifying and creating high and low sounds.	To understand the terms ' low pitch ' and ' high pitch ' and recognise the difference.	To respond independently to pitch changes heard in short melodic phrases, indicating with actions.	To recognise that the pentatonic scale uses five notes and to be able to use these to create a melody. To be able to sing notes within the pitch range 'do-so'.	To recognise the difference between major and minor chords. To be able to read and perform from pitch notation with a 'do-so' pitch range.	To understand how triads are formed. To recognise the difference between major and minor keys and their related moods. To be able to read and perform from pitch notation within an octave range (e.g. C–C'/do–do).	To understand pitch notation within an octave (e.g. C–C'/do–do) and to be able to play from this on tuned instruments.
Tempo	To explore tempo by identifying and creating fast and slow sounds and music.	To know that the term tempo refers to the speed of a piece of music. To understand that the tempo of music can change and become faster or slower throughout.	To recognise that changing the tempo of a piece of music can change its mood.	To understand the terms ' <i>allegro</i> ' (fast) and ' <i>adagio</i> ' (slow) and know how to follow these instructions in a piece of music.	To understand that playing as part of an ensemble requires keeping to the set tempo.	To know how to ensure the correct tempo is maintained when playing as part of a group.	To understand how to adapt a melody through changing its tempo.

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Duration	To explore duration by identifying and creating long and short sounds.	To know that music is underpinned by a steady pulse/beat. To understand that rhythm describes the pattern of different long and short notes within a piece of music.	To understand that the length of notes and phrases within a piece of music are described using the term ' duration '. To recognise that the duration of notes can be represented through stick notation.	To know that different note durations are represented by different symbols. To recognise crotchets and paired quavers and know their respective values. Apply word chants to rhythms, understanding how to link each syllable to one musical note.	To understand that rests are used to represent different durations of silence in music and to recognise the symbols for crotchet and minim rests.	To recognise semibreves and semiquavers on the stave. To understand that time signatures are used to group beats into bars within a piece of music.	To recognise stave notation for semiquavers and their equivalent rests.
Notation	To explore notation by using and creating simple symbols to represent sounds.	Follow pictures and symbols to guide singing and playing.	Recognise dot notation and match it to 3-note tunes played on tuned percussion.	Play and perform melodies following staff notation using a small range as a whole class or in small groups. Recognise the stave , 'lines and spaces' and clef . Use dot notation to show higher or lower pitches.	Play and perform melodies following staff notation using a small range as a whole class or in small groups. Read and perform pitch notation within a defined range. Understand and be able to use rhythmic scores.	Understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers . Understand the differences between 2/4, 3/4 and 4/4 time signatures. Read and perform pitch notation within an octave (e.g. C–C'/do–do). Follow staff notation written on one stave and using notes within the middle C–C'/do–do range. Read and play short rhythmic phrases on sight from prepared cards, using conventional symbols for known rhythms and note durations.	Understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests . Develop the skills to read and perform pitch notation within an octave (e.g. C–C'/do–do). Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations. Read and play a four-bar phrase confidently from notation, identifying note names and durations
Instrument Focus				Glockenspiels	Glockenspiels	Ocarinas	Ocarinas

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Composing (Model Music Curriculum)	To explore composing by creating and combining sounds to express ideas and make simple pieces of music.	Pupils should: Improvise simple vocal chants, using question and answer phrases. Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey. Combine to make a story, choosing and playing classroom instruments. Understand the difference between creating a rhythm pattern and a pitch pattern. Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns. Use music technology, if available, to capture, change and combine sounds. Recognise how graphic notation can represent created sounds. Explore and invent own symbols.	Pupils should: Create music in response to a non-musical stimulus. Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation. Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. Use music technology, if available, to capture, change and combine sounds.	Pupils should: Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole-class/group/individual/instrumental teaching), inventing short ‘on-the-spot’ responses using a limited note-range. Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources. Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi). Compose song accompaniments on untuned percussion using known rhythms and note values.	Pupils should: Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (<i>legato</i>) and detached (<i>staccato</i>). Begin to make compositional decisions about the overall structure of improvisations. Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions. Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars. Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip. Introduce major and minor chords. Include instruments played in whole-class/ group/ individual teaching to expand the scope and range of the sound palette	Pupils should: Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments. Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (<i>fortissimo</i>), very quiet (<i>pianissimo</i>), moderately loud (<i>mezzo forte</i>), and moderately quiet (<i>mezzo piano</i>). Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment. Working in pairs, compose a short ternary piece. Use chords to compose music to evoke a specific atmosphere, mood or environment. Capture and record creative ideas using any of the following: graphic symbols – rhythm notation and time signatures staff notation technology.	Pupils should: Extend improvisation skills through working in small groups to: Create music with multiple sections that include repetition and contrast. Use chord changes as part of an improvised sequence. Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape. Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody. Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen. Either of these melodies can be enhanced with rhythmic or chordal accompaniment. Compose a ternary (ABA) piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.

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					available for composition work. Capture and record creative ideas using any of the following: - graphic symbols - rhythm notation and time signatures - staff notation - technology.		
Performance (Model Music Curriculum)	To explore performance by singing, playing and sharing music with others.	Pupils should: - Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. - Use body percussion and classroom percussion, playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments to maintain a steady beat. - Respond to the pulse in recorded/live music through movement and dance. - Perform short copycat rhythm patterns accurately, led by the teacher. - Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat. chants; create, retain and perform their own rhythm patterns. - Sing familiar songs in both low and high voices and talk about the difference in sound.	Pupils should: - Understand that the speed of the beat can change, creating a faster or slower pace (tempo). - Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo. - Walk in time to the beat of a piece of music or song. Know the difference between left and right to support coordination and shared movement with others. - Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. - Identify the beat groupings in familiar music that they sing regularly and listen to. - Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. - Create rhythms using word phrases as a starting point.	Pupils should: - Develop facility in playing tuned percussion or a melodic instrument such as violin or recorder. Play and perform melodies following staff notation using a small range as a whole class or in small groups. - Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. - Extend to question-and-answer phrases.	Pupils should: - Develop facility in the basic skills of a selected musical instrument over a sustained learning period. - Play and perform melodies following staff notation using a small range as a whole-class or in small groups. - Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts. - Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A). - Read and perform pitch notation within a defined range (e.g. C–G/do–so). - Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.	Pupils should: - Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one staff and using notes within the Middle C–C'/do–do range. - Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. - Perform simple, chordal accompaniments to familiar songs. - Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra. - Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies. - Read and perform pitch notation within an octave (e.g. C–C'/do–do). - Read and play short rhythmic phrases at sight from	Pupils should: - Play a melody following staff notation written on one staff and using notes within an octave range (do–do); make decisions about dynamic range, including very loud, very quiet, moderately loud and moderately quiet. - Accompany melodies using block chords or a bass line. - Engage with others through ensemble playing with pupils taking on melody or accompaniment roles. - Further develop the skills to read and perform pitch notation within an octave (e.g. C–C'/do–do). - Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations. - Read and play from notation a four-bar phrase, confidently identifying note names and durations

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		Explore percussion sounds to enhance storytelling. Follow pictures and symbols to guide singing and playing.	Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests. Create and perform their own chanted rhythm patterns with the same stick notation. Play a range of singing games based on the cuckoo interval (so-do) matching voices accurately, supported by a leader playing the melody. Sing short phrases independently within a singing game or short song. Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low). Recognise dot notation and match it to 3-note tunes played on tuned percussion.			prepared cards, using conventional symbols for known rhythms and note durations.	
Singing (Model Music Curriculum)	To develop singing skills by learning and performing songs with increasing confidence and control.	Pupils should: Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions and counting in. Begin with simple songs with a very small range, 'mi-so' and then slightly wider. Include pentatonic songs. Sing a wide range of call and response songs to control vocal pitch and to match the	Pupils should: Sing songs regularly with a pitch range of 'do-so' with increasing vocal control. Sing songs with a small pitch range, pitching accurately. Know the meaning of dynamics and tempo and be able to demonstrate these when singing by responding to: a) the leader's directions;	Pupils should: Sing a widening range of unison songs of varying styles and structures with a pitch range of 'do-so', tunelessly and with expression. Perform <i>forte</i> and <i>piano</i>, loud and soft. Perform actions confidently and in time to a range of action songs. Walk, move or clap a steady beat with others, changing	Pupils should: Continue to sing a broad range of unison songs with the range of an octave (e.g. C–C'/do–do) pitching the voice accurately and following directions for getting louder and softer. Sing rounds and partner songs in different time signatures and begin to sing repertoire with small and large leaps as well as a	Pupils should: Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should observe phrasing, accurate pitching and appropriate style. Sing three-part rounds, partner songs and songs with a verse and a chorus. Perform a range of songs in school assemblies and in	Pupils should: Sing a broad range of songs including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. Continue to sing three-and four-part rounds or partner songs, and experiment with positioning singers randomly

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		pitch they hear with accuracy.	b) visual symbols.	the speed of the beat as the tempo of the music changes. Perform as a choir in school assemblies.	simple second part to introduce vocal harmony. Perform a range of songs in school assemblies.	school performance opportunities.	within the group – i.e. no longer in discrete parts- in order to develop greater listening skills, balance between parts and vocal independence. Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.
Listening (Model Music Curriculum)	To develop listening skills by identifying and responding to different sounds and pieces of music.	Pupils should: Recognise and be able to describe differences between two pieces of music. Be able to express simple opinions about a piece of music. Recognise that different instruments playing the same notes have different sounds (timbres). Recognise and be able to respond to the pulse in recorded/live music. Recall and remember short songs, sequences and patterns of sounds. Recognise the difference between high and low sounds and know that this is called the pitch of a sound.	Pupils should: Recognise musical differences within a piece of music. Begin to use musical language when expressing their opinions about a piece of music. Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo. Respond independently to pitch changes heard in short melodic phrases, indicating with actions.	Pupils should: Recognise the stylistic features of different genres and styles of music. Use musical vocabulary when identifying stylistic features of different musical genres. Understand typical features of music from a range of global locations and historical periods. Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes (e.g. C-D-E/do-re-mi).	Pupils should: Recognise the stylistic features of different genres and styles of music and be able to use musical vocabulary with growing confidence to describe these. Begin to recognise more subtle shifts in music dynamics along with slight changes in tempo. Identify the features typical of different music traditions. Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A).	Pupils should: Be able to confidently identify and discuss the stylistic features of a piece of music using a range of musical vocabulary. Be able to use musical vocabulary to compare and contrast pieces of music and critically evaluate music in performance. Understand how and why music has evolved over different time periods. Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.	Pupils should: Be able to make connections between the stylistic features of a piece of music and the historical and social context surrounding its creation, using musical vocabulary to express their ideas. Be able to critically evaluate their own and others' performances using knowledge of the interrelated dimensions of music to enable enhanced performance. Engage with others through ensemble playing with pupils taking on melody or accompaniment roles.