



St Nicholas Church of England First School

Progression of Disciplinary Knowledge

Music

(Essential substantive knowledge related to this subject are mapped out on a separate document to support the distinguishment between what we need children to know and what we expect children to do to gain new knowledge and what they do with that new knowledge)

The What and The Why

What does this progression document outline?

This progression document outlines the disciplinary knowledge we aim for our children to acquire and apply; it outlines **what we expect children to do to gain new knowledge, and what they do with that new knowledge**. On the other hand, essential substantive knowledge related to this subject are mapped out on a separate document to outline what we need and aim for our children to know and remember.

What is the rationale behind our building block approach for disciplinary knowledge?

- We recognise and appreciate that our children will progress at different rates and therefore it is important to be open-minded and flexible with how their disciplinary knowledge is developed, as opposed to being prescriptive; this is why our disciplinary knowledge has been organised across the school by Key Stage; it is equal in ambition, accessibility, and appreciation of children's development.
- We have set out our disciplinary knowledge into progressive building blocks (that build on and feed into one another) with clearly set expectations that these will lead to by the end of each key stage.
- Plans for units of learning set out the focused building blocks of disciplinary knowledge that children will aim to develop; our building block approach means that prior building blocks of disciplinary knowledge are activated and applied over time for greater depth and breadth.

St Nicholas CE First School
Key Stage 1 Music
Progression in Disciplinary Knowledge

The KS1 Musician Building Blocks

By the End of Key Stage 1

Understanding Music

How to move in time with a steady beat/pulse.	Move in time and keep a steady beat together.	Learn to watch and follow a steady beat.	Understand how speed of the beat can change, creating faster or slower tempo.
	Copy back simple long and short Rhythms with clapping.	Create rhythms using word phrases as a Starting point.	Play copy back rhythms, copying a leader, and invent rhythms for others to copy on untuned and tuned percussion.
	Copy back singing simple high and Low patterns.	Create their own rhythmic and melodic patterns.	Continue to copy back simple rhythmic patterns using long and short; simple melodic patterns using high and low.
Know and demonstrate the difference between pulse, rhythm and pitch.	Understand that the pulse or beat of the music is like a heartbeat that doesn't stop.	Sing high or low sounds demonstrating an understanding of pitch	Recognise long and short sounds, and match them to syllables and movement.

Listening and Responding

	Feel the pulse by moving my body to the music.	Find the pulse/steady beat and move in time to the music.	Keep a steady beat in my head, feel the pulse and move in time with the music.
Say what I like, or dislike about a piece of music and describe how it makes me feel.	Describe my emotions and thoughts when listening to a piece of music.	Concentrate and listen to a piece of music.	Use some musical words to describe a piece of music.
	Name different musical instruments.	Recognise some musical instruments and name them.	Recognise some musical instruments within their family groups.
Understand that tempo describes how fast, or slow the music is.	Recognise if the music is fast or slow.	Recognise the difference between fast and slow tempo	Tap the pulse of a piece of music and recognise changes in tempo.
Identify loud and quiet music.	Recognise if the music is loud or quiet	Recognise the difference between loud and soft dynamics.	Describe dynamics as loud and soft with confidence.
Talk about the songs and music we have listened to and any songs that are similar	Talk about different styles of music and where they might come from in the world.	Recognise differences between two varying styles of music.	Point out differences and similarities of the varying styles.
		Listen to music from around the world and talk about their features.	Discuss what a piece of music might be about and relate to music listened to before.

Singing

	Sing and/or rap as part of a group.	Sing as part of a group in unison or in 2 parts.	Sing as part of a choir/group and follow directions.
	Sing a solo demonstrating some level of confidence.	Sing a solo with confidence.	Take the lead and perform solo
		Demonstrate good posture when singing.	Maintain good posture when singing.

			Sing some songs and sections of songs from memory.	Memorise songs in preparation for performance.
	Sing with fluency and accuracy of Pitch.	Listen effectively when performing to ensure accuracy of pulse.	Add appropriate actions and movement to the songs i sing.	Add appropriate actions and movement to the songs i sing.
			Explain what the song is about.	Communicate the songs of the words effectively.
Playing Instruments				
			Play a tuned and/or untuned percussion instrument carefully and with respect.	Use tuned and untuned classroom percussion instruments to perform accompaniments and/or melody.
			Rehearse a part effectively to improve my overall performance.	Rehearse and then perform sections of music with accuracy.
		Play my instrument as part of an ensemble to pulse and/or steady beat.	Perform as part of a group/ensemble keeping in time with a steady beat.	Perform as a group or solo passages of music keeping in time with a steady beat.
Improvisation				
	Use some notes to create an improvised Rhythm/melody.	Stay in time with the music when I improvise.	Following a steady beat and staying 'in time'.	Recall musical sequences to build ideas around given notes to a steady pulse.
			Use call and response/ question and answer to improvise simple vocal patterns.	Use tuned and untuned classroom percussion instruments to improvise and compose.
Composition				
			Use tuned and untuned classroom percussion instruments to improvise and compose.	Create a sound using tuned and untuned percussion instruments in response to a stimulus
		Compose a melodic line with direction creating a beginning and an end using the home key.	Start and finish a composition on the 'home' note.	Compose a melodic line with direction, creating a beginning and an end using the home key.
			Compose simple rhythms using basic stick notation.	Explore pitch and rhythm when composing.
	Recognise signs and symbols that equate to the note value of 1 and 2 beats.	Use musical symbols to compose simple pieces of music.	Evaluate my composition through Performance up to 5 notes.	Create a simple melody using crotchets and minims.
Performing				
	Perform the song with my class and without any help from the teacher	Explain why we chose the song/s to perform.	Practise, rehearse and perform music to an audience with confidence.	Introduce a song explaining why it was chosen.
			Perform the song confidently with movement and/or actions.	Add actions to a song where appropriate
		Give examples of what I liked or enjoyed about the performance and what could have been better.	Understand the musical themes and how they have shaped my performance.	Discuss and give reasons for what I like and thought could be improved about my performance.

St Nicholas CE First School
Lower Key Stage 2 Music
Progression in Disciplinary Knowledge

Lower Key Stage 2 Musician Building Blocks			By the End of Lower Key Stage 2
			Understanding Music
	Understand that long and short sounds (rhythm) and high and low sounds (pitch) can be represented by musical symbols.	Recognise symbols can be written on a staff, helping us to remember what we are going to sing and play.	Understand some formal, written notation which includes crotchets, Minims and paired quavers and their equivalent rests on a staff.
Copy increasingly challenging rhythms using body percussion and untuned instruments.	Sing and play my instrument in different time signatures - counting 2, 3 or 4 in time to the music.	Perform with an understanding of simple time, time signatures.	Internalise, keep and move in time with a steady beat in 4/4, 3/4 and 2/4 time.
Copy back simple patterns aurally and visually following basic notation.	Copy back and improvise a rhythm using varied note lengths and their equivalent rests.	Improvise using simple patterns that include basic rhythms.	Copy back more complex melodic patterns as a call and response exercise, both aurally and visually.
Move in time with a steady beat.	Recognise the pulse or beat of the music is like a heartbeat that doesn't stop.	Move in time with a beat recognising the accentuated first beat of the bar.	Internalise, keep and move in time with a steady beat in 4/4, 3/4 and 2/4 time.
	Identify if a song is major or minor.	Hear a note and suggest its length in relation to other notes over a steady pulse.	Recognise long sounds and short sounds, and match them to syllables and movement
	Recognise various notes and equivalent rests on a staff and understand their note values.	Identify the position of some notes on a staff.	Identify some pitched note names on the treble staff.
	Create rhythms using word phrases as a starting point.	Match rhythmic patterns to movement.	Use short sentences to create rhythmic patterns, recognising patterns of long and short sounds.
Listening and Responding			
Communicate to others my thoughts and feelings about music that I listen to.	Communicate to others the meaning of the song or music.	Discuss the words of a song and explain why the song/music was written.	Communicate effectively the emotions I feel when listening to music, and express a justified opinion using key language.
	Find the pulse in songs/music with confidence	Clap the beat of the music accentuating the first beat of the bar.	Find the pulse and demonstrate the beat, identifying the first beat of the bar in simple time.
	Sing or clap memorable rhythmic/melodic phrases heard in a piece of music.	Confidently move in time to the music and create suitable actions.	Identify the difference between a fast, steady and slow tempo using appropriate vocabulary.
Identify musical features relating to the style of the music.	Compare and contrast songs with similar styles.	Recognise and explore a range of musical styles and traditions and know their basic style indicators.	Recognise and discuss the sections of music from various styles and genres.

		Discuss about the features of music from around the world.	Recognise thematic material within a piece, when this is repeated and if there are variations.	Discuss in depth how the song connects to the world and its relevant culture.
		Recognise the difference between major and minor tonality.	Recognise the sound and tonal structure of a pentatonic scale both visually and aurally.	Identify various compositional techniques within a vocal performance that will alter the mood and/or texture.
			Understand the importance of a musical introduction and the information it offers	Describe the differences between legato and staccato, identifying these articulatory effects when heard.
Singing				
			Sing songs confidently from memory	Rehearse a song and learn it from memory both aurally and visually.
			Sing songs that have different simple time, time signatures.	Recognise how phonetics create various sounds when singing(vowel gives the length on a note; consonant creates percussive timbres).
	Sing songs in unison and in multiple parts with increasing confidence.	Sing as part of a choir with understanding that unison/harmony performance will affect the musical texture.	Confidently follow the leader or conductor.	Sing a solo when required.
		Listen and respond to ensure an awareness of time when following the beat.	Sing on pitch and in time, adjusting for accuracy when needed	Confidently perform actions in time with the music.
	Sing paying attention to clear diction and articulation.	Sing with attention to phrasing on my own or as directed.	Sing expressively with attention to the meaning of the words.	Sing expressively, paying attention to articulation on my own or as directed.
			Understanding of the various styles of singing used in correlation to the styles of song.	Sing a collection of songs in unison, of varying styles and structures.
		Demonstrate good singing posture when Rehearsing/performing.	Sing with expression	Sing with attention to good posture, breathing and phrasing.
Playing Instruments				
			Understand some formal, written notation Which includes crotchets and their equivalent rests.	Rehearse and play a melodic line aurally And/or visually in various keys with Understanding of accidental notation.
	Play as part of an ensemble keeping a steady beat.	Play, with improved accuracy as part of an ensemble keeping a steady beat.	Use a tuned instrument to play and perform in solo or ensemble contexts with confidence.	Follow musical direction as part of an ensemble or as a soloist.
		Use instruments respectfully and treat them with care.	Demonstrate excellent posture when playing my instrument.	Demonstrate consistently good technique for the instrument I am playing.
Improvisation				

		Understand that improvisation is when you make up your own melody.	Improvise successfully, listening and Responding to stimuli.	Improvise sections of music which include structured phrases
	Create simple rhythms to build phrases using some notes.	Improvise using more complex rhythms, including varying Notes and their equivalent rests.	Improvise within a major scale using 1 to 5 notes.	Use my chosen instrument to improvise on a limited range of notes.
	Use silent beats (rests) within my Improvisation.	Improvise over a simple chord progression using conjunct and disjunct movement (moving in step and leaps).	Improvise demonstrating use of articulation (legato/staccato) and use of dynamics (piano/forte).	Have a clear vision of key structure and relevant use of the home note.
Composition				
		Compose a simple melody in response to musical stimuli.	Compose a melody over a chord progression or groove.	Compose using a pentatonic tonality.
	Recognise how my composition has a start, a middle and an end, and two contrasting sections.	Use a simple structure when composing.	Compose a piece of music and explain how it is structured.	Compose a structured piece of music of varying length thinking about what is needed for my composition to make musical sense.
	Create simple rhythmic patterns using both notes and rests.	Compose a basic song accompaniment using pulse and rhythm on tuned and untuned percussion instruments.	Compose a basic song accompaniment using pulse, rhythm and pitch.	Use simple dynamics and tempo to express loud and quiet and fast and slow.
	Shape a melody by using conjunct and disjunct movement in a structured fashion.	Describe how my melody was created.	Recognise melodic intervals and understand that melody can move in steps or leaps.	Describe how my melody is structured and what processes I went through to create my melodic composition.
			Write a melody that starts and ends on the home note.	Include a home note and understand its significance within my composition.
			Perform my own composition using the notes I have chosen.	Compose using notation from a chosen key.
Performing				
	Rehearse and comfortably perform to others the progress made.	Play and perform in solo or ensemble contexts with confidence.	Play and perform with confidence in solo or Ensemble contexts following stave notation with confidence.	Perform a song in solo or ensemble contexts including instrumental performances that might be rehearsed, improvised or composed.
	Introduce the song and explain why it was chosen, focusing on relevant personal connections.	Understand the musical themes and how they have shaped my performance.	Explain why a song was chosen and in what context including historical information about the piece.	Effectively communicate the meaning of the words and articulate them clearly.
	Express how my performance affected me emotionally.	Evaluate performance considering what was good and what could be improved.	Reflect on my performance and how well it Suited the occasion.	Discuss and reflect upon my performance to improve upon future performances.