



Working Musically

Disciplinary Knowledge Progression in Music

This document outlines the disciplinary knowledge which children will develop through Music lessons.

Learning disciplinary knowledge gives children the tools to unlock the significance of the carefully mapped substantive knowledge, outlined in Knowledge Organisers.

Updated to reflect the Model Music Curriculum

	<i>Singing</i>	<i>Listening Supplemented by Music Mondays</i>	<i>Composing</i>	<i>Musicianship/Performing</i>
EYFS <i>Birth to 5 matters guidance</i>	Nursery: I can sing a large repertoire of songs. I can remember and sing entire songs. I can 'pitch match' to sing in the tone of a song sung by another person. I can sing the melodic shape of familiar shapes (moving pitch up and down) Reception: I can listen carefully to rhymes and songs, paying attention to how they sound. I can learn rhymes, poems and songs.	Nursery: I can listen with increased attention to sounds. I can respond to what I have heard, expressing my thoughts and feelings. Reception: I can listen carefully to rhymes and songs, paying attention to how they sound.	Nursery: I can use large-muscle movements to respond to music. I can improve to create my own songs, or improvise around a song that I know. I can play instruments with increasing control to express their feelings and ideas. Reception: I can create collaboratively, sharing ideas, resources and skills. I can listen attentively, move to and talk about music, expressing their feelings and responses.	Reception: I can explore, use and refine a variety of artistic effects to express my ideas and feelings. I can sing in a group or on my own, increasing matching the pitch and following the melody. I can explore and engage in music making and dance, performing solo or in groups.

<p>I can sing simple songs, chants and rhymes from memory.</p> <p>I can begin to sing collectively, responding to visual directions e.g. counting in.</p> <p>I can sing basic call and response songs.</p> <p>I can sing collectively and at the same pitch.</p> <p>I can respond to visual directions e.g. counting in with increasing confidence.</p> <p>I can sing songs using the pentatonic scale.</p>	<p>I can listen to a wide range of music.</p> <p>I can talk about my musical preferences when given two choices.</p> <p>I can listen carefully to live music performed by people in my class.</p> <p>I can listen to a wide range of music, commenting on shared features between pieces and genres.</p> <p>I can begin to think about the context of music, such as the era it's from, when listening.</p>	<p>I can improvise simple vocal chants.</p> <p>I can use percussion, including my body, to create sound effects to represent feelings or places.</p> <p>I can invent, retain and recall basic rhythm patterns.</p> <p>I can explore how different instruments can make different sounds, and how they can be used to represent different animals.</p> <p>I can invent, retain and recall rhythm and pitch patterns and perform these for others.</p> <p>I can use music technology to capture, change and combine sounds.</p> <p>I can recognise how music can be represented through symbols.</p>	<p>Pulse/Beat:</p> <p>I can walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> <p>I can use body percussion and classroom percussion to play repeated rhythm patterns.</p> <p>I can use body percussion and tuned instruments to maintain a steady beat.</p> <p>I can respond to pulse in recorded music through moving and dancing.</p> <p>Rhythm:</p> <p>I can perform short copycat rhythm patterns, led by the teacher.</p> <p>I can perform word-pattern chants, and create and perform my own rhythm patterns.</p> <p>Pitch:</p> <p>I can compare low and high sounds.</p> <p>I can sing familiar songs in both low and high pitches, and talk about the difference.</p> <p>I can explore percussion sounds to enhance storytelling.</p> <p>I can follow pictures and symbols to guide singing and playing.</p>
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I can sing regularly with a pitch range of do-so with increasing vocal control.

I can sing songs with a small pitch range, pitching accurately.

I know the meaning of dynamics and tempo and can demonstrate these when singing, following directions and visual symbols.

I can listen to music with an increasing understanding of the stories, traditions, origins, history and social context of the music.

I can listen to performances from people in other year groups.

I can talk about my musical preferences in terms of genre.

I can create music in response to a non-musical stimulus.

I can work cooperatively with a partner to improve simple question and answer phrases to be played on untuned percussion, creating a musical conversation.

I can use graphic symbols, dot notation and stick notation to keep a record of composed pieces.

I can use music technology to capture, change and combine sounds.

Pulse/Beat:

I can understand that the speed of the beat can change, creating a faster or slower pace (tempo).

I can mark the beat of a listening piece by tapping or clapping along to the tempo.

I can move in time to the beat of a piece of music or song with increasing coordination.

I can begin to group beats in twos and threes.

Rhythm:

I can play copycat rhythms and invent rhythms for others to copy on untuned percussion.

I can create rhythms using word phrases as a starting point.

I can read and respond to chanted rhythm patterns and represent them with stick notation including crotchets, quavers and crotchets rests.

Pitch:

I can play a range of singing games, matching voices accurately, supported by a melody.

I can sing short phrases independently.

I can respond independently to pitch changes heard in short melodic phrases.

I can recognise dot notation and match it to 3-note tunes played on tune percussion.

Y3	<p>I can sing a widening range of unison songs of varying styles and structures with a pitch range of do-so and with expression.</p> <p>I can perform actions confidently and in time to a range of action songs.</p> <p>I can walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p>	<p>I can listen to an increasing range of music, including pieces from further around the world, e.g. Indian Classical.</p>	<p>I can improvise (with my voice, tuned and untuned musical instruments), inventing short on-the-spot responses using a limited note range.</p> <p>I can structure musical ideas to create music that has a beginning, middle and end.</p> <p>I can compose in response to different stimuli such as stories, verses, paintings, photographs and musical sources.</p> <p>I can combine known rhythmic notation with letter names to create rising and falling phrases using do, re and mi.</p> <p>I can compose song accompaniments on untuned percussion using known rhythms and note values.</p>	<p>I can develop facility in playing the recorder.</p> <p>I can play and perform melodies following staff notation, using a small range as a whole class or in small groups.</p> <p>I can use listening skills to correctly order phrases using dot notation.</p> <p>I can individually copy stepwise melodic phrases with accuracy at different speeds.</p> <p>Reading notation:</p> <p>I can read the staff, lines and spaces, and clef.</p> <p>I can use dot notation to show higher or lower pitch.</p> <p>I can apply word chants to rhythms, understanding how to link each syllable to one musical note.</p>
Y4	<p>I can continue to sing a broad range of unison songs with the range of an octave.</p> <p>I can sing rounds and partner songs in different time signatures and begin to sing repertoire with small and large leaps.</p> <p>I can perform a range of songs in school assemblies.</p>	<p>I can continue to expand the repertoire of music I have listened to, including Bhangra, Calypso, Samba and Gamelan music.</p>	<p>I can improvise on a limited range of pitches on the ukulele, making use of musical features such as legato and staccato.</p> <p>I can begin to make compositional decisions about the overall structure of improvisations.</p> <p>I can combine known rhythmic notation with letter names to create short pentatonic phrases, using 5 pitches on the ukulele.</p> <p>I can arrange individual notation cards of known note values, e.g. minim, crotchet, crotchet rest and paired quavers, to create sequences of 2, 3 or 4 beat phrases arranged into bars.</p> <p>I can learn major and minor chords.</p> <p>I can capture and record creative ideas using symbols, rhythm notation, time signatures, staff notation and technology.</p>	<p>I can develop facility in playing the ukulele.</p> <p>I can play and perform melodies following staff notation using a small range (e.g. middle C-G, do-so) as a whole class or in small groups.</p> <p>I can perform in two or more parts, e.g. melody and accompaniment, or a duet) from simple notation using ukulele.</p> <p>I can identify static and moving parts.</p> <p>I can copy short melodic phrases including those using the pentatonic scale.</p> <p>Reading notation:</p> <p>I can introduce and understand the differences between mimics, crotchets, paired quavers and rests.</p> <p>I can read and perform pitch notations within a defined range.</p> <p>I can follow and perform simple rhythmic scores to a steady beat.</p> <p>I can maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.</p>

Y5

I can sing three and four part rounds, partner songs, and songs with a verse and a chorus.

I can perform a range of songs in school assemblies and in school performance opportunities.

I can listen to live music making out of school.

I can continue to expand the repertoire of music I have listened to, including Romantic, Baroque, Nigerian drumming, South African choral and Indian classical.

I can improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments.

I can 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 (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano).

I can compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen.

I can working in pairs to compose a short ternary piece.

I can use chords to compose music to evoke a specific atmosphere, mood or environment.

Pupils might create music to accompany a silent film or to set a scene in a play or book.

I can capture and record creative ideas using graphic symbols, rhythm notation and time signatures, staff notation and/or technology

I can play melodies on the recorder following staff notation written on one staff and using notes within the Middle C–C'/do–do range with increasing independence.

I can understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards.

I can perform simple, chordal accompaniments to familiar songs I can perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra.

I can develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.

Reading notation:

I can further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.

I can understand the differences between 2/4, 3/4 and 4/4 time signatures.

I can read and perform pitch notation within an octave (e.g. C–C'/do–do).

I can read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.

I can sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. I can continue to sing three- and four-part rounds or partner songs, and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence.

I can perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.

I can continue to expand the repertoire of music I have listened to, and be able to identify genre and discuss musical origins.

I can 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.

I can 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.

I can Play this melody on available tuned percussion and/or orchestral instruments and notate this melody.

I can compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen.

I can compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved

I can play a melody following staff notation written on one stave and using notes within an octave range (do–do); make decisions about dynamic range, including very loud (), very quiet (), moderately loud () and moderately quiet ().

I can accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, tuned percussion or tablets, or demonstrated at the board using an online keyboard.

I can engage with others through ensemble playing (e.g. school orchestra, band, mixed ensemble) with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line.

Reading Notation

I can further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.

I can further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do).

I can read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.

I can read and play from notation a four-bar phrase, confidently identifying note names and durations

	Year 3	Year 4	Years 5 & 6
Crotchets	✓	✓	✓
Paired quavers	✓	✓	✓
Minims	✓	✓	✓
Semibreves			✓
Semiquavers			✓
Rests		✓	✓
Time signatures 2/4, 3/4 and 4/4			✓
Fast (<i>allegro</i>), slow (<i>adagio</i>)	✓	✓	✓
Getting faster (<i>accelerando</i>), getting slower (<i>rallentando</i>)		✓	✓
Stave, lines and spaces, clef*, reading dot notation	✓ do-me Range of a 3rd	✓ do-so Range of a 5th	✓ do-do' Range of an octave
Loud (<i>forte</i>)	✓	✓	✓
Quiet (<i>piano</i>)	✓	✓	✓
Getting louder (<i>crescendo</i>), Getting softer (<i>decrescendo</i>)		✓	✓

	Year 3	Year 4	Years 5 & 6
Rhythm, Metre and Tempo	Downbeats, fast (<i>allegro</i>), slow (<i>adagio</i>), pulse, beat	Getting faster (<i>accelerando</i>), Getting slower (<i>rallentando</i>), Bar, metre	Simple time, compound time, syncopation
Pitch and Melody	High, low, rising, falling; pitch range do–so	Pentatonic scale, major and minor tonality, pitch range do–do	Full diatonic scale in different keys
Structure and Form	Call and response; question phrase, answer phrase, echo, ostinato	Rounds and partner songs, repetition, contrast	Ternary form, verse and chorus form, music with multiple sections
Harmony	Drone	Static, moving	Triads, chord progressions
Texture	Unison, layered, solo	Duet, melody and accompaniment	Music in 3 parts, music in 4 parts
Dynamics and Articulation	Loud (<i>forte</i>), quiet (<i>piano</i>)	Getting louder (<i>crescendo</i>), getting softer (<i>decrescendo</i>); <i>legato</i> (smooth), <i>staccato</i> (detached)	Wider range of dynamics including <i>fortissimo</i> (very loud), <i>pianissimo</i> (very quiet), <i>mezzo forte</i> (moderately loud) and <i>mezzo piano</i> (moderately quiet)
Instruments and Playing Techniques	Instruments used in Foundation Listening	Instruments used in Foundation Listening including playing techniques	Instruments used in Foundation Listening including playing techniques and effects, for example pizzicato (e.g. mysterious) and tremolo (e.g. dark and expectant)