

LMA: Key Knowledge Progression Document: **Music**

At key stage 2 the key knowledge progression document takes full account of the national curriculum's requirements and groups these into the following strands:

- Understanding music
- Listening
- Notation
- Playing instruments
- Creating: improvising and composing
- Singing and Performing

These strands have been selected to reflect the key knowledge and skills in the national curriculum subject content using the Kapow and the Music Partnership

Rationale - decisions made include the following:

The above strands have been selected to reflect the key knowledge and skills in the national curriculum subject content. At key stage 3, the knowledge progression document takes full account of the curriculum's strands used in Key Stage 2 and the journey this takes them on once they arrive in secondary school

✓ **Skills** are dependent on specific procedural knowledge. A skill is the capacity to perform and in order to perform a deep body of knowledge needs to be acquired and retained

✓ These **knowledge statements** should be what pupils retain for ever. In other words, this knowledge is within their long-term memory and will be retained.

✓ When considering pupils' improvement in subject specific vocabulary knowledge, pupils could be provided with a **knowledge organiser** which contains the relevant words used for music for their age group. This should be shared with parents.

KS1 Strands			Understanding Music	Listening	Notation	Playing Instruments	Creating Composing Improvising	Singing & Performing
Singing & Performing	Listening & appreciating	Composing						
Use their voices expressively and creatively by singing songs and speaking chants and rhymes	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 Play tuned and untuned instruments musically	Know, identify and use percussion, timing, rhythm & melodic patterns	Listen with attention to detail and recall sounds with increasing aural memory Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians	Use and understand staff and other musical notations	Use and understand staff and other musical notations Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Compose music for a range of purposes using the inter-related dimensions of music Improvise music for a range of purposes using the inter-related dimensions of music	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

Y2	Strand	Y3	Y4 *Music Partnership-ukulele lessons	Y5	Y6	Y7
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Use body percussion, instruments and voices. Keys of C major, G major and A Minor Find and keep a steady beat Copy back simple rhythmic patterns using long and short and high and low. Sing short phrases independently. Know the meaning of dynamics (loud/quiet) and tempo (fast/slow), and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (eg crescendo, decrescendo, pause).	Understanding music	Understanding that music from different times has different features. (Also part of the Listening strand) To know that the word 'crescendo' means a sound getting gradually louder. To understand that the timbre of instruments played affect the mood and style of a piece of music. To know that many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music. To know that in a ballad, a 'stanza' means a verse. To know that music from different places often has different structural features, eg traditional Chinese music is based on the five-note pentatonic scale.	- Establish correct posture and holding instrument - Develop coordination between two hands - Understanding of basic rhythms, ta, ta-ah, ti-ti and sh - Understanding of doh-soh pitch, recognising relevant hand signs - Understand the difference between picking and strumming - Perform using open strings doh, mi, soh - Understand chord box diagram - Perform C, Am and F chords - Perform 4 chord songs, now including C7, G7, Dm chords - Awareness of different time signatures	*Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time. (Also part of the Listening strand). To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made. To understand that a chord is the layering of several pitches played at the same time. To know that poly-rhythms means many rhythms played at once. To know that a loop is a repeated rhythm or melody, and is another word for ostinato. To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.	*Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. (Also part of the Listening strand) To know that a melody can be adapted by changing its dynamics To know that timbre can also be thought of as 'tone colour' and can be described in many ways eg warm or cold, rich or bright.	Begin to have an awareness of the different periods of music Develop an understanding of the differences between classical and popular music
Mark the beat of a listening piece (eg Boléro by Ravel) by tapping or clapping and recognising tempo, as well as changes in tempo. Walk in time to the beat of a piece of music. Identify the beat groupings in the music yousing and listen, eg 2-time, 3-time etc. Move and dance with the music confidently. Talk about how the music makes you feel. Find different steady beats. Describe tempo as fast or slow. Describe dynamics as loud	Listening	*Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz). Understanding that music from different parts of the world has different features. *Recognising and explaining the changes within a piece of music using musical vocabulary. *Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. Beginning to show an awareness of metre. *Beginning to use musical vocabulary (related to the inter-	*Comparing, discussing and evaluating music using detailed musical vocabulary. Develop strumming patterns using down and up strokes, linking this to Kodaly rhythm flashcards Perform using all four open strings	*Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.). *Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. *Comparing, discussing and evaluating music using detailed musical vocabulary. *Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.	Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music). *Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. Identifying the way that features of a song can complement one another to create a coherent overall effect.	Use the inter related dimensions of music to describe what is happening in a piece of music Develop an understanding of the inter-related dimensions of music such as timbre, texture, duration etc. Compare and contrast music in different styles and genres

or quiet. Start to talk about the style of a piece of music. Recognise some band and orchestral instruments. Start to talk about where music might fit into the world.		related dimensions of music) when discussing improvements to their own and others' work.			*Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. *Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.	
Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. Explore standard notation, using crotchets, quavers, minims and semibreves, and simple combinations of: C, D, E, F, G, A, B G, A, B, C, D, E, F# F, G, A, Bb, C, D, EA, B, C, D, E Identify hand signals as notation, and recognise music notation on a staff of five lines.	Notation	To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad. To know that some traditional music around the world is based on five-notes called a 'pentatonic' scale. To understand that a pentatonic melody uses only the five notes C D E G A. To know that different notes have different durations, and that crotchets are worth one whole beat. To know that written music tells you how long to play a note for. To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.	- Have awareness and some understanding of tab notation Rhythmic notations to include single quavers and syncopated rhythms - Develop strumming patterns using down and up strokes, linking this to Kodaly rhythm flashcards Perform using all four open strings	*Representing the features of a piece of music using graphic notation, To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score. To know that simple pictures can be used to represent the structure (organisation) of music. To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.	To understand that all types of music notation show note duration, including the Kodaly method which uses syllables to indicate rhythms. To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly. To know that a quaver is worth half a beat. To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'. To know that chord progressions are represented in music by Roman numerals.	
Explore and create graphic scores: Create musical sound effects and short sequences of sounds in response to a stimulus. Use graphic symbols, dot notation and stick notation, as appropriate. Create a story, choosing	Creating: Improvising and Composing	Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing). Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). *Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.	Composing a piece of music in a given style with voices and instruments- ukulele Develop improvising skills using basic rhythms Develop confidence to lead others in performing music with multiple parts	Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). Improvising coherently within a given style. *Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. Using staff notation to record rhythms and melodies.	Improvising coherently and creatively within a given style, incorporating given features. Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments. Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.	<i>Apply musical ideas using the interrelated musical dimensions such as structure, harmony, melody, instrumentation etc</i> <i>Respond to a given starting point for a composition.</i>

and playing classroom instruments. Create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims. Create a simple melody using crotchets and minims: Start and end on the note C (C major)		*Suggesting and implementing improvements to their own work, using musical vocabulary		*Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. Suggesting and demonstrating improvements to own and others' work.	*Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. Recording own composition using appropriate forms of notation and/or technology and incorporating. *Constructively critique their own and others' work, using musical vocabulary.	
Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence. Decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance. Sing songs from memory. Talk about what the song means and why it was chosen to share. Talk about the difference between rehearsing a song and performing it.	Singing and Performing	Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. *Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology	Develop the voice for singing as a group Sing and play ukulele at the same time As part of a group, confidently maintain an individual part, ie, ostinato, round, harmony part Perform as an ensemble Understand performance etiquette for a live concert	Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. *Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. Performing with accuracy and fluency from graphic and simple staff notation. To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways Playing a simple chord progression with accuracy and fluency.	Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. *Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group. Performing a solo or taking a leadership role within a performance. Performing with accuracy and fluency from graphic and staff notation and from their own notation. Performing by following a conductor's cues and directions.	<i>Perform in an ensemble showing an awareness of parts</i> <i>Continue your own part with an awareness of others and the impact of the overall performance</i> Know how to take part in an ensemble or solo performance with increasing confidence and awareness of the interrelated dimensions of music