



Music Curriculum Disciplinary Knowledge Progression Map



Curriculum Requirements

KS1

Pupils should –

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

KS1 Music Express Strands

Singing	Playing Instruments	Improvising/exploring	Composing	Listening	Appraising
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Each aspect (key knowledge and skill) of the FHIS Music curriculum is colour coded to show progression within and across year groups. Key Knowledge and Skills are shown down the side and experiences at the bottom of the page.

KS1 End Points(NC)		Disciplinary Knowledge Scheme- Music Express					
		Singing	Playing Instruments	Improvising and exploring	Composing	Listening	Appraising
<p>Can use their voice expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Can play tuned and untuned instruments musically.</p> <p>Can listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Can experiment with, create, select, and combine sounds using the inter-related dimensions of music.</p>	EYFS (taken from the new 2021 Development Matters)	<p>3- and 4-year-olds:</p> <ul style="list-style-type: none"> Remember and sing entire songs Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down, and up) of familiar songs. <p>Reception:</p> <ul style="list-style-type: none"> Sing in a group or on their own, increasingly matching the pitch and following the melody. <p>Early Learning Goal:</p> <ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs. 	<p>3- and 4-year-olds:</p> <ul style="list-style-type: none"> Play instruments with increasing control to express their feelings and ideas. <p>Reception:</p> <ul style="list-style-type: none"> Explore and engage in music making and dance, performing solo or in groups. 	<p>3- and 4-year-olds:</p> <ul style="list-style-type: none"> Create their own songs, or improvise a song around one they know. <p>Reception:</p> <ul style="list-style-type: none"> Explore and engage in music making and dance, performing solo or in groups. <p>Early Learning Goal</p> <ul style="list-style-type: none"> Perform songs, rhymes, poems, and stories with others, and (when appropriate) try to move in time with music. 	<p>3- and 4-year-olds:</p> <ul style="list-style-type: none"> Create their own songs, or improvise a song around one they know. 	<p>3- and 4-year-olds:</p> <ul style="list-style-type: none"> Listen with increased attention to sounds <p>Reception:</p> <ul style="list-style-type: none"> Listen attentively, move to, and talk about music, expressing their feelings and responses. <p>Early Learning Goal:</p> <ul style="list-style-type: none"> Perform songs, rhymes, poems, and stories with others, and (when appropriate) try to move in time with music. 	<p>3- and 4-year-olds:</p> <ul style="list-style-type: none"> Respond to what they have heard, expressing their thoughts and feelings <p>Reception:</p> <ul style="list-style-type: none"> Listen attentively, move to, and talk about music, expressing their feelings and responses.

	Year 1	<ul style="list-style-type: none"> • Sing a song with contrasting high and low melodies • Control vocal dynamics, duration, and timbre • Sing a song together as a group • Combine voices and movement to perform a chant and a song • Use voices to create descriptive sounds 	<ul style="list-style-type: none"> • Identify and keep a steady beat using instruments • Explore and control dynamics, duration, and timbre with instruments • Play percussion instruments at different speeds (tempi) • Play and control changes in tempo • Explore sounds on instruments and find different ways to vary their sound • Use instruments to create descriptive sounds • Play fast, slow, loud, and quiet sounds on percussion instruments 	<ul style="list-style-type: none"> • Improvise descriptive music • Respond to music through movement • Create a soundscape using instruments • Explore different sound sources and materials • Explore sounds on instruments and find different ways to vary their sound (Unit 8) 	<ul style="list-style-type: none"> • Invent and perform new rhythms to a steady beat • Create, play, and combine simple word rhythms • Create a picture in sound 	<ul style="list-style-type: none"> • Recognise and respond to changes in tempo in music • Identify changes in pitch and respond to them with movement • Understand how music can tell a story • Understand musical structure by listening and responding through movement 	<ul style="list-style-type: none"> • Identify a sequence of sounds (structure) in a piece of music • Listen in detail to a piece of orchestral music (e.g., identify instruments) • Identify metre by recognising its pattern • Identify a repeated rhythm pattern
	Year 2	<ul style="list-style-type: none"> • Chant and sing in two parts while playing a steady beat • Sing with expression, paying attention to the pitch shape of the melody • Understand pitch through singing, movement, and note names • Prepare and improve a performance using movement, voice, and percussion 	<ul style="list-style-type: none"> • Listen to and repeat rhythmic patterns on body percussion and instruments • Play pitch lines on tuned percussion • Accompany a song with vocal, body percussion and instrumental ostinati • Use instruments expressively in response to visual stimuli 	<ul style="list-style-type: none"> • Explore timbre and texture to understand how sounds can be descriptive • Combine sounds to create a musical effect in response to visual stimuli • Explore voices to create descriptive musical effects • Explore different ways to organise music 	<ul style="list-style-type: none"> • Compose music to illustrate a story • Perform and create simple three- and four-beat rhythms using a simple score 	<ul style="list-style-type: none"> • Match descriptive sounds to images • Listen to and repeat back rhythmic patterns on instruments and body percussion 	<ul style="list-style-type: none"> • Identify ways of producing sounds (e.g., shake, strike, pluck) • Identify rising and falling pitch • Listen in detail to a piece of orchestral music (e.g., identify how it depicts a season) • Use simple musical vocabulary to describe music • Listen, describe, and respond to contemporary orchestral music

KS1 End Points		Substantive Knowledge
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(NC)		Singing	Playing Instruments	Improvising and exploring	Composing	Listening	Appraising
<p>Can use their voice expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Can play tuned and untuned instruments musically.</p> <p>Can listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Can experiment with, create, select, and combine sounds using the inter-related dimensions of music.</p>	EYFS	<ul style="list-style-type: none"> • Songs need to be remembered from memory. • A song's pitch and tone changes when someone is singing. • A song goes up and down when I sing a song I know. • A song can be sung as part of a group • It is important to follow the same melody when singing. • My pitch needs to change when singing familiar songs as a group or on my own. • Rhymes and songs are different and they can be sung in different ways. 	<ul style="list-style-type: none"> • Different instruments make different sounds. • The forces I put on instruments can affect the sounds. • Different sounds make you feel different emotions and ideas. • Practising with instruments gives me the time to practise and play with the sounds they make. • Playing and performing with my friends or on my own can lead to a performance. 	<ul style="list-style-type: none"> • To learn some songs. • Elements of songs can be used to make up new songs. • Songs can be made up • The stage area in Mulberry can be used to explore dancing, singing and music. • Performance of songs can take place in many areas the setting e.g., the stage in mulberry • A rhyme is repetition of similar sounds in two or more words • A poem is a form of literature which follows a flow of rhythmic lines • Reading and performance of stories can take place in many areas in the setting e.g., the stage in mulberry, calm corner, book area • Our bodies can move to music. 		<ul style="list-style-type: none"> • There are different types of music. • The importance of listening carefully. • There are different sounds made in different ways by different things. • Music can change • A song is a short piece of music, usually with words • A rhyme is repetition of similar sounds in two or more words • A poem is a form of literature which follows a flow of rhythmic lines • A story is an account of real or imaginary people/animals and events • Keeping in time to music means to perform music at the correct speed • Moving my body in time with music means to move at the correct speed. 	<ul style="list-style-type: none"> • There can be different responses to music. • Expression of feelings can be shown through music. • Talking about music shares our understanding. • The importance of listening carefully. • Movement to music changes when the music changes. • Feelings can be expressed through music.
	Year 1	<ul style="list-style-type: none"> • A melody can have high and low contrasts • Singers need control their vocal dynamics and know what they are. • Different sounds can be described in different ways. • It is important to control the duration of my singing. • Learn some songs • Voices can be combined to sing in a group. • Movements can be used alongside chants and songs to create a performance. • My voice can be used to make descriptive sounds. 	<ul style="list-style-type: none"> • A steady beat is a repetitive pulse that occurs in songs, chants, rhymes, and music. • Play a steady beat on different types of instruments. • Timbre distinguishes different types of sounds production such as choir voices and musical instruments. • Timbre allows you to distinguish between different instruments in the same group. • Dynamics show how loud or quiet a piece of music should be played to express mood. • Duration describes how long a section of music should last for. • dynamics, duration, and timbre can be controlled when 	<ul style="list-style-type: none"> • Descriptive music includes nature and life such as winds, storms. • Improvise means to recite, play, invent or arrange at the time. • There are different music types. • There are different ways of moving. • Different movements can be performed to different music. • A soundscape is used to create atmosphere in a story or piece of music. • Soundscapes are known to use 	<ul style="list-style-type: none"> • Inventing can happen before playing music or improvising throughout. • A steady beat is a repetitive pulse that occurs in songs, chants, rhymes, and music. • A rhythm is a repeated pattern in music. • You can combine a rhythm to a steady beat. • Word rhythms can be created by using repeated 	<ul style="list-style-type: none"> • Tempo is the speed in which a passage of music should be played. • Changes occur in tempo and rhythms for expressive effect... • Listening to music gives a better understanding of when tempo changes happen and how to respond to them. • Pitch is a term used to describe how low or high a tone is. • Tone describes the quality and strength of a sound • I know that movement can be used to respond to pitch. 	<ul style="list-style-type: none"> • Sequence of sounds are a series of sounds played in sequentially. • Instruments have different names. • Orchestral music is made up of different groups of instruments which can be distinguished through their unique sounds. • Different orchestral groups have different names to describe the types of instruments within it. • Listening closely allows you to hear the different instruments or groups of instruments within a piece of music. • Metre is rhythmic patterns made up of beats in regular measures.

			<ul style="list-style-type: none"> using instruments. Percussion instruments are usually struck or scraped by a beater. A percussion instrument can be played at different speeds. Tempo is the speed in which a passage of music should be played. You need to change the speed in which music is played to change the tempo. Applying forces in different ways to instruments change their sound. Tempo is how fast or slow sounds are. Dynamics are how loud or quiet sounds are. Tempo and Dynamics are created on percussion instruments by playing loudly, quietly, fast, and slow. 	<ul style="list-style-type: none"> instruments to replicate those of sounds in the real world such as shakers to make rain. Different materials make different sounds. Instruments make different sounds. Applying different forces in different places can vary the sounds instruments make. 	<ul style="list-style-type: none"> patterns. I know how to play a simple word rhythm Sound pictures appear differently and describe the sound through pattern and shape. 	<ul style="list-style-type: none"> I know that music can tell a story. I know what musical structure is. 	
	Year 2	<ul style="list-style-type: none"> A steady beat is a repetitive pulse that occurs in songs, chants, rhymes, and music. Singing in parts means that all singers are singing at the same time but in different groups. Singing parts split into different vocal ranges. A vocal register ranges from low to high voices. Changes vocal ranges can create different emotions. Pitch shape in melody can change slowly or quickly. Notes have different names. Performance should include movement, voice, percussion. 	<ul style="list-style-type: none"> Rhythmic patterns repeat and then rest. Repeat means to do something again. Percussion can be played using your body, this is called body percussion. Rhythmic patterns can be copied by instruments or body percussion. Pitch line is represented by circles on the system of lines and spaces called musical staves. These are placed at various locations to represent high or low pitches. Tuned percussion instruments produce different musical notes of one or more pitches. Pitch lines inform which notes to play on tuned percussion instruments. To accompany a song means to support the main theme, melody, rhythm of a song. A melody is an arrangement of notes that make a sequence. Instruments can be used expressively. Different instruments can be used to represent visual 	<ul style="list-style-type: none"> Timbre distinguishes between the sounds in music. Tempo is the speed music is played at. Melody is a combination of pitch and rhythm. Harmony means to blend sounds of different pitch or quality. Texture in music describes how the melody and tempo and harmony are combined. Timbre and texture can make sounds descriptive Combining sounds Creating musical effects. Responding to visual stimuli Different voices can create different effects. Organising music in different ways. 	<ul style="list-style-type: none"> To compose means to create. Music can illustrate a story. Performance should include movement, voice, and percussion. you can combine rhythms to simple three and four beats. Simple scores allow you to break a whole piece of music into smaller parts. 	<ul style="list-style-type: none"> Timbre is the term used for descriptive sounds in music. Descriptive sounds can be represented by images. rhythmic patterns repeat and then rest. It is important to listen carefully to copy a rhythmic pattern. Rhythmic patterns can be copied using my body or instruments. 	<ul style="list-style-type: none"> Different instruments make different sounds. Use different techniques to create sounds. Techniques have different names e.g., shake, strike, pluck. Pitch can rise and fall. Orchestral music can depict seasons. Different vocabulary is used to describe music. To listen carefully to music. Responding to orchestral music.

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