

Dovecote Primary Music Progression Map

Substantive Knowledge, Procedural Knowledge, Key Vocabulary



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Theme						
Singing						
Substantive knowledge						
Procedural Knowledge						
KeyVocab						
	<p>To know what a verse and a chorus is. I know the meaning of words such as 'louder' and 'quieter'.</p> <p>I can sing and chant together in time, keeping a steady pulse.</p> <p>I can Sing songs: with some control of tuning, breathing, clarity of words conveying different moods (happy, sad, angry).</p> <p>Louder, quieter, time</p>	<p>To know how to keep time and to keep a beat.</p> <p>To know the meaning of words 'pitch' and 'tempo'</p> <p>I can sing a range of songs and perform to an audience with.</p> <ul style="list-style-type: none"> accuracy of pitch (over a narrow range and short phrases). clear words appropriate to age and ability. understanding of when to breathe. control over dynamics and tempo. coordinated actions. <p>I can copy back short phrases from a song</p> <p>I can identify where pitch rise, falls, or stays the same – and copy with voices</p> <p>Improvise, in time, unison, pitch, tempo.</p>	<p>To know why posture, breathing and diction are important.</p> <p>I can sing songs from different times and place with confidence, with several from memory</p> <p>I can control pitch and tuning accurately within an octave.</p> <p>I can sing with awareness of: the shape of a melody, phrases in a song, the character and style of the song .</p> <p>I can copy back phrases of a song with accuracy of rhythm and pitch (across the range of an octave) .</p> <ul style="list-style-type: none"> Sing a round in two part <p>Octave, melody, pitch.</p>	<p>To know what is meant by the terms melody and tone.</p> <p>I can sing with awareness of breathing in order to support the voice in longer phrases.</p> <p>I can sing with an increasing awareness of tone of voice and the shape of melody.</p> <p>I can sing Two-/three-part rounds with confidence and increasing pitch accuracy.</p> <p>I can sing confidently as part of a small group or solo being aware of posture and good diction.</p> <p>Pitch, Ostinato, Staccato.</p>	<p>To know what is meant by the terms structure and texture.</p> <p>I can perform with accuracy, fluency, control and expression:</p> <p>I can sing confidently in a wide variety of styles with increased control of longer phrases through breath support and good diction.</p> <p>I can play or sing a short piece solo, in time with a backing track or accompaniment, with a sense of the relevant musical style.</p> <p>Structure, pitch, texture.</p>	<p>To know what is meant by ' the essence of a piece'</p> <p>To know what a verse and a chorus is. I know the meaning of words such as 'louder' and 'quieter'</p> <p>I can perform with confidence and communicate the essence of the music to an audience:</p> <p>I can sing songs and play pieces from a variety of different countries and traditions:</p> <p>I can sing with...</p> <ul style="list-style-type: none"> accuracy of notes, rhythms and tuning. expression and a sense of shape and direction. holding harmony parts and independent part <p>Structure, pitch, texture. Essence,</p>
Playing						
Substantive knowledge						
Procedural Knowledge						
	<p>To know the different sounds that can be produced from a range of instruments.</p>	<p>To know how to make sounds of a different pitch on a tuned instrument.</p>	<p>To know the names of the different beats and how long each one lasts for.</p>	<p>To know the role and purpose of a conductor and how they can influence the playing of a piece of music.</p>	<p>To know an increasing range of musical notation and symbols.</p>	<p>To know about a variety of different music genres, customs and traditions.</p> <p>To know an increasing range of musical notation and symbols.</p>

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Substantive Knowledge, Procedural Knowledge, **Key Vocabulary**



<p>Key Vocab</p> <p>I can control playing to produce the longest, shortest, quietest, loudest sound.</p> <p>I can follow hand signals for start/stop and quieter/louder.</p> <p>I can play in time to a steady beat.</p> <p>I can play a repeated pattern or drone to accompany a song.</p> <p>I can copy back a rhythm pattern.</p> <p>Pitch, Dynamics, timbre, tempo, duration, pulse.</p>	<p>To know the difference between beat and rhythm.</p> <p>I can play with control – getting louder/quieter; faster/slower; keeping a steady beat at different tempo.</p> <p>I can perform in a smaller group to the rest of the class.</p> <p>I can copy back a rhythm pattern on one note on tuned percussion; identify which pitch (out of a choice of two) is being played.</p> <p>I can use tuned instruments to perform a two-note repeated pattern to accompany a song.</p> <p>I can follow hand signals from a leader for pitch getting higher and lower or staying the same.</p> <p>I can perform from a simple pictorial/graphic score, interpreting visual representations for changes in duration and dynamics.</p> <p>Pitch. Tuned percussion, timbre, pulse, rhythm, tempo</p>	<p>To know how to identify a rest in a simple piece of music.</p> <p>I can play an instrument in a class group</p> <p>I can play running, walk, stride and sleep rhythms against a steady beat at different tempo.</p> <p>I can play melodies and/or rhythm patterns in time with a beat.</p> <p>I can count bars' rests to know when to come in.</p> <p>I can demonstrate control of simple instrumental technique e.g., breathing, tonguing, hand positions on recorder; different hand strokes on drums.</p> <p>I can control playing at different dynamic levels (e.g. loud, soft)</p> <p>I can listen carefully and copy back rhythms and melodies. Copy back rhythms accurately. Copy back melodies, which use two different pitches</p> <p>(Instruments (e.g. djembes, recorders, glockenspiels, untuned percussion)</p> <p>Pitch, Duration, Rests, Beats, Bar, Dynamics</p>	<p>To know an increasing range of musical notation and symbols.</p> <p>I can play an orchestral/band instrument as part of the class.</p> <p>I can control basic instrumental technique.</p> <p>I can pitch a range of notes accurately.</p> <p>I can develop the skills to play in time with a backing created through music ICT.</p> <p>I can perform with confidence to an audience.</p> <p>I can follow a conductor to understand the structure of a piece and make accurate entries and endings.</p> <p>I can play music in a range of styles, from different cultures, countries and times.</p> <p>I can play with expression at a simple level – e.g. by playing with appropriate choice of dynamics.</p> <p>Rhythm, Pitch, Conductor, Staccato</p>	<p>I can play or sing a short piece solo, in time with a backing track or accompaniment, with a sense of the relevant musical style</p> <p>I can hold a part in an instrumental ensemble and/or a 2part song when others are performing different parts.</p> <p>I can identify how to improve my own performance.</p> <p>I can follow a conductor to achieve accurate starts, endings</p> <p>I can memorise, clap, sing and play back straightforward and syncopated rhythms and melodies, using 2 or more adjacent notes</p> <p>Extension (Greater Depth)</p> <ul style="list-style-type: none"> Understand what a scale and arpeggio are, and be able to play two or more on an instrument Develop skills to gain a music medal, music star award or grade exam Link sound and symbol for more complex rhythms – single quaver; 2 beat and half beat rests (sniff); syncopated rhythms; ties; dotted notes (3 beats, 1 ½ beats) <p>Structure, Pitch, Ensemble, Loop, Sequence, Sample, Texture.</p>	<p>I can adjust performing styles, techniques and expression as appropriate to music from different genres, cultures, and traditions.</p> <p>I can show awareness of blending and balancing with other performers.</p> <p>I can hold my own part in an instrumental ensemble.</p> <p>I can perform pieces from musical notation and from memory.</p> <p>I can follow hand signals from a conductor, responding with accurate timing, entries and with expression.</p> <p>Extension (Greater Depth)</p> <p>Play scales and arpeggios with accuracy and fluency</p> <ul style="list-style-type: none"> Lead and/or conduct a group of performers Improvise a solo over a chord sequence as part of an overall piece, showing appropriate choice of pitches, rhythms, tempo and a sense of the appropriate style Develop skills to gain a music medal, music star or grade exam. <p>Notation, arpeggio, Mixolydian.</p>
Composing					
Substantive knowledge			To know how to make sounds of a different	To know how to make sounds of a different	To know how to record my own compositions

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<p>Procedural Knowledge</p> <p>Key Vocab</p>	<p>To know the different sounds that can be produced from a range of sources.</p> <p>I can make different types of sound through voice, body percussion, music ICT, classroom instruments (wood/metal) – timbre</p> <p>Including</p> <ul style="list-style-type: none"> • Long and short sounds – duration • Slow and fast sounds – tempo • Quiet and loud sounds – dynamics • Low and high sounds – pitch • Repeated rhythm patterns <p>I can choose sounds to represent different thoughts, feelings and moods.</p> <p>Pitch, Dynamics, timbre, tempo, duration, pulse.</p>	<p>To know how to make sounds of a different pitch on a tuned instrument.</p> <p>I can start to order sounds:</p> <p>I can create and combine sounds to illustrate different pictures.</p> <p>I can create a sequence of different sounds, varying pitch, duration, dynamics, tempo and timbre to accompany the changing moods in a story</p> <p>I can replace a line in a familiar song, or fill in a gap in an existing piece</p> <p>I can create a basic music map (graphic/pictorial notation) to show, which instruments play when in their composition.</p> <p>Pitch, Tuned percussion, timbre, pulse, rhythm, tempo, music map.</p>	<p>pitch on a tuned instrument or ICT music-based programme,</p> <p>I can make musical choices for a purpose</p> <p>I can use tuned and untuned instruments or music ICT, create musical ideas to accompany a story that has been chosen to:</p> <p>a) suggest a musical structure</p> <p>b) involve manipulating pitch, duration, dynamics or different timbres (or another of the inter-related dimensions of music)</p> <p>I can create my own picture score to represent and later recreate a composition.</p> <p>I can make a song or chant over a repeated rhythm pattern (ostinato) on instruments or body percussion.</p> <p>I can use percussion instruments, drums or clapping, to improvise a 4-8 beat solo (e.g. drum circle or against a backing track).</p> <p>Pitch, Duration, Rests, Beats, Bar, Dynamics, Improvisation, Body Percussion, Composition,</p>	<p>pitch on a tuned instrument or ICT music-based programme,</p> <p>I can perform in an extended (e.g. 3-5 minute) piece from memory, playing musical ideas at the correct time in the structure of the piece</p> <p>I can compose, rehearse and record a group piece that: • is for a particular purpose.</p> <p>I can use a composing technique identified from an existing piece by a great composer or musician.</p> <p>I can create melodic or other ideas played on orchestral/band instruments or music ICT and makes effective use of the musical resources/skills of the class.</p> <p>I can use different sections within a planned musical structure.</p> <p>I can improvise solo simple rhythmic or melodic ideas, using an orchestral/band instrument in a 1 or 2 bar gap that fit with the style of a groove, beat or backing track.</p> <p>I can use instruments to record a short musical phrase and manipulate the sound using music ICT.</p> <p>Rhythm, Pitch, Conductor, Staccato, Composition, Improvisation, Solo.</p>	<p>using existing techniques.</p> <p>To know how to use basic notation to write my own compositions down,</p> <p>I can use instruments, voice and/or music technology to compose and record a group or class piece that:</p> <ul style="list-style-type: none"> • Is based on an initial stimulus from an existing piece of music and composing technique. • arranges and combines musical ideas into a carefully planned musical structure • uses a variety of different textures and timbres <p>I can suggest ways to refine the piece and help it communicate more effectively to an audience.</p> <p>I can create a visual plan of the piece, combining accurate visual/graphic notation, with elements of traditional staff music notation where rhythms are simple.</p> <p>Structure, Pitch, Ensemble, Loop, Sequence, Sample, Texture, Notation, Visual/Graphic.</p>	<p>To know how to record my own compositions using existing techniques.</p> <p>To know how to use basic notation to write my own compositions down,</p> <p>I can compose and record an original piece (individually, or in a small group) that:</p> <ul style="list-style-type: none"> • is suitable for a particular purpose • uses voices, instruments, music technology (or a combination) inventively • that shows creativity in musical thinking and a sense of character • is well structured, with a good balance of repetition and contrast • uses a variety of different textures and timbres. <p>Structure, Pitch, Ensemble, Loop, Sequence, Sample, Texture, Notation, Visual/Graphic.</p>
<p>Listening</p>						

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	<p>To know what is meant by pitch, tempo and duration.</p> <p>I can listen to a piece of music and move or clap in time to the pulse.</p> <p>I can begin to identify the difference between pulse and rhythm.</p> <p>I can begin to identify differences in tempo (slow, fast) dynamics (loud, quiet) and pitch (high/lows sounds).</p> <p>I can listen for signals for stop and start.</p> <p>I can respond to the mood and character of music through movement/dance/art.</p> <p>I can show awareness when the mood or character of a piece changes.</p> <p>I can say how a range of music makes me feel.</p> <p>Pitch, Dynamics, timbre, tempo, duration, pulse.</p>	<p>To know the names of a variety of common instruments.</p> <p>I can pick out and clap along with the pulse in music from different styles</p> <p>I can identify and name a range of instruments that create sound by hitting, bowing, plucking, blowing or digital means</p> <p>I can listen with concentration to recorded or live music, recognising when musical ideas are repeated</p> <p>I can identify when there are changes in tempo, dynamics and pitch</p> <p>I can distinguish aurally between pieces of music from different times, places and traditions.</p> <p>I can invent pictorial notation to represent different sounds and instrument.</p> <p>Pitch. Tuned percussion, timbre, pulse, rhythm, tempo</p>	<p>To know the names of a variety of common instruments and the family to which they belong.</p> <p>To know the names of some common musical genres.</p> <p>I can recognise common instruments in recorded music, and identify them as belonging to a specific family e.g. violin (strings); drum kit (percussion); guitar (plucked strings); flute (woodwind); trumpet (brass); piano (keyboard)</p> <p>I can listen attentively to music from different times, places and traditions, using simple musical vocabulary to describe some of the detail heard</p> <p>I can show, through movement or simple conducting gestures, that I can hear the difference between music with 2 beats in a bar and 3 beats in a bar, and feel where the strong first beat comes.</p> <p>I can memorise musical ideas (e.g. a melody, a chorus, a rhythmic idea) and identify when, or how many times it is heard in a piece of recorded music</p> <p>I can show awareness of the</p>	<p>To know the time, place and cultural tradition a piece of music comes from.</p> <p>To know some key musical features of that time period or tradition (e.g. instruments used, style of performing, use of notation)</p> <p>I can identify visually and aurally the instruments in an orchestra, and those played by children in schools across the city</p> <p>I can understand the role of a conductor, and be able to conduct in time with the beat, using standard conducting patterns</p> <p>I can listen attentively to live or recorded music, using aural memory to identify details e.g. when a memorised musical idea comes back; how often a notated rhythm pattern appears; which instruments play a specific feature; the number of bars before something changes</p> <p>I can link sound with symbol using standard staff rhythmic notation for four, two, one and half beat notes, and 1 beat rest</p>	<p>To know the basic facts about the history of western classical music.</p> <p>I can distinguish through attentive listening to detail, between music from o 17th/18th century o 19th century o 20th/21st century</p> <p>I can identify how developments in musical instrument design and technology have influenced how composers create music</p> <p>I can recognise types of ensembles from different countries and traditions, identifying instruments combinations and key features that give them their unique sound .</p> <p>I understand 5-line stave as way of representing pitch:</p> <p>I can link sound with symbol for rises and falls of pitch with note position on the stave, working up and down from one chosen home note</p> <p>I can identify notes on specific lines or spaces on the stave with the relevant letter names for pitch</p> <p>I can recognise signs for sharp, flat and natural notes</p>	<p>To know the key features of a wide range of musical genres and traditions.</p> <p>I can use musical vocabulary confidently and accurately to identify key features of music from a wide range of different genres, cultures and traditions.</p> <p>I can select a piece of music that I identify with and listen attentively to identify unique musical features to justify why it is special.</p> <p>I can work out how to play simple musical phrases from notation.</p> <p>I can memorise simple musical phrases by ear, and work out how to play them on an instrument.</p> <p>I can follow simple sheet music for a song or instrumental piece, understanding the link between sound and symbols for:</p> <ul style="list-style-type: none"> • Time signatures • Clefs (different clefs for different instruments - treble, bass, alto) • Rests for whole bars and multiple bars • Repeat signs • Rehearsal marks (Figure 1, 2 etc.) • Dynamic markings (pp,p,mp,mf,f,ff) • Expression marks (staccato/legato, crescendo/diminuendo).

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Substantive Knowledge, Procedural Knowledge, Key Vocabulary



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			<p>meaning of key musical concepts, and be able to relate these to specific examples in singing, playing, creating and listening work.</p> <p>(Pitch, Duration, Rests, Beats in a bar, Dynamics)</p> <p>I can represent and identify changes in pitch, dynamics and duration using invented pictorial /graphic notation.</p> <p>Pitch, Duration, Rests, Beats, Bar, Dynamics, Improvisation,</p>	<p>I can play or clap simple rhythms from staff notation and identify which rhythm from a choice is being played</p> <p>I can understand concept of sharp, flat and natural notes; bar and bar line; multiple bars' rests; 'note on a line'</p> <p>I can play/sing notes falling or rising in pitch in response to hand signs and to notes on a one-line stave</p> <p>Rhythm, Pitch, Conductor, Staccato, Composition, Improvisation, Solo.</p>	<p>I can understand how rhythm and pitch can both be represented on a 5-line stave</p> <p>Structure, Pitch, Ensemble, Loop, Sequence, Sample, Texture, Notation, Visual/Graphic.</p> <p>Chords/chord sequence.</p> <p>Structure, Pitch, Ensemble, Loop, Sequence, Sample, Texture, Notation, Visual/Graphic.</p>
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EYFS	Nursery	Reception
<p>See long term overview for : Substantive knowledge Procedural Knowledge Key Vocab</p>	<p><u>Listening</u></p> <p>I can match music to pictures/visual resources. I can describe the sound of instruments e.g. scratchy sound, soft sound.</p> <p>I can make visual representation of sounds, instruments and pieces of music, e.g. mark making to specific sounds or pieces of music</p> <p>I can (Know how to) e.g. ride a bike, read a thermometer, describe different types of shadows and why they change position.</p> <p>Sing echo songs and perform movements to a steady beat. Explore singing fast and slow and changing speeds.</p>	<p><u>Listening</u></p> <p>I can think abstractly about music and expresses this physically or verbally e.g. "This music sounds like floating on a boat." "This music sounds like dinosaurs."</p> <p>I can distinguish and describe changes in music and compares pieces of music, e.g. "this music started fast and then became slow." "This music had lots of instruments but this music only had voices." "This music was spiky and this music was smooth."</p> <p>I can associate genres of music with characters and stories.</p>

<p>Explore how to use the voice to create loud and quiet sounds</p> <p><u>Singing</u></p> <p>I can create my own songs, often with a real sense of structure, e.g. a beginning and an end.</p> <p>I can often sing an entire song; songs could be nursery rhymes, pop songs, songs from TV programmes, songs from home.</p> <p>I can merge elements of familiar songs with improvised singing.</p> <p>I can create sounds in vocal sound games.</p> <p>I can change some or all of the words of a song.</p> <p>I have strong preferences for songs I like to sing and/or listen to</p> <p><u>Playing and creating</u></p> <p>I can add sound effects to stories using instruments. I can lead or be led by other children in their music making, i.e. being a conductor.</p> <p>I can listen and respond to others in pair/group music making.</p> <p>I can operate equipment such as CD players, MP3 players, handheld devices, keyboards.</p> <p>I can play instruments with control to play loud/ quiet, (dynamics), fast/slow (tempo). Shows control to hold and play instruments to produce a musical sound, e.g. holding a triangle in the air by the string with one hand and playing it with a beater with the other.</p>	<p>I can accurately anticipate changes in music, e.g. when music is going to get faster, louder, slower.</p> <p><u>Singing</u></p> <p>I can reproduce with my voice the pitch of a tone sung by another.</p> <p>I am able to sing the melodic shape (moving melody, e.g. up and down, down & up) of familiar songs.</p> <p>I can sing entire songs.</p> <p><u>Playing and creating</u></p> <p>I can create music based on a theme e.g. creates the sounds of the seaside.</p> <p>I can find and record sounds using recording devices. I can play instruments (including imaginary ones such as air guitar) to match the structure of the music, e.g. playing quietly with quiet parts within music, stopping with the music when it stops.</p> <p>I can keep a steady beat whilst playing instruments.</p> <p>I can tap rhythms to accompany words, e.g. tapping the syllables of names/objects/ animals/lyrics of a song.</p> <p>I can create rhythms using instruments and body percussion.</p>
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Substantive Knowledge, Procedural Knowledge, **Key Vocabulary**



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Key Concept/Vocabulary

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Key concepts/Inter-related dimensions of music</p> <ul style="list-style-type: none"> • Pitch (High sound, low sound) • Dynamics (Loud, quiet) • Timbre (different sounds from different instruments and voices) • Tempo (Slow, fast) • Duration (long, short) • Pulse (regular beat underlying the music) 	<p>Key concepts/Inter-related dimensions of music</p> <p>Pitch (getting higher, lower, stays the same)</p> <p>Changes in dynamics (getting louder/quieter)</p> <p>Ostinato (repeated pattern)</p> <p>Graphic score (visual representation of sound)</p> <p>Tuned percussion (instruments that can play different pitches)</p> <p>Timbre (different sounds created by hitting, blowing plucking, bowing, through digital technology)</p> <p>Difference between pulse and rhythm</p> <p>Tempo (music with a slow pulse; with a fast pulse)</p>	<ul style="list-style-type: none"> • Pitch – differences between higher and lower sounds represented by music being vertically higher or lower on a board • Duration - notes lasting for different numbers of beats - walk (1), stride (2), sleep (4), running (½ beats) • Rests of one beat (shh) or more, or whole bars • Beats in a bar (1-2,1-2 or 1-2-3, 1-2-3) • Dynamics - gradations from very quiet through to very loud 	<p>Key concepts/Inter-related dimensions of music</p> <p>Rhythm notation (duration) • 4 beat – semibreve (sleep) • 2 beat – minim (stride) • 1 beat – crochet (walk) • ½ beats – quavers (running) • 1 beat rest (shh)</p> <p>Pitch - one-line stave to record differences in pitch: notes below the line, 'on the line' (meaning with the line going through the centre of the note); above the line; letter names to represent specific pitches; sharp, natural, flat</p> <p>Conductor - standard conducting hand movements Orchestral families (strings, brass, woodwind, percussion)</p> <p>Staccato (short, detached)/legato (smooth)</p>	<ul style="list-style-type: none"> • Structure – balance of repetition and contrast • Pitch – 5 line-stave (staff notation) • Different types of ensembles, linked to different cultures and traditions • Music history – changes in music across Baroque, Classical/Romantic and c20/21 time periods • Music technology: sample, loop, sequence • Texture (the way different layers of music are laid out eg single line melody, as with monks chanting; tune with chords accompanying; different musical lines interweaving, as in a round) 	<p>Chord/Chord sequence</p> <ul style="list-style-type: none"> • Signs and symbols in a band/orchestra part • Sight reading from notation • Musical features characteristic of different styles • cultures and tradition