



West Pennard C of E Primary School

Music: Knowledge and Vocabulary Progression

Our school vision...

'Since God so loved us, so we must love one another'

(1 John 4 v11)

Valuing our Christian foundation, we care for each other and our world.

*We develop resilience, confidence, creativity and independence through our innovative and diverse curriculum;
inspiring and motivating everyone to thrive.*

Our motto, 'To Try is to Triumph' and growing Christian Values, are central to all that we do.

West Pennard - Knowledge and Vocabulary Progression in Music

	Year 1/2	Year 3/4	Year 5/6
National Curriculum	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and un-tuned instruments musically experiment with, create, select and combine sounds using the inter-related dimensions of music listen with concentration and understanding to a range of high quality live and recorded music 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and musicians develop an understanding of the history of music 	

	Dormouse (Y1)	Mole (Y2)	Hare (Y3)	Squirrel (Y4)	Otter (Y5)	Hedgehog (Y6)
Singing	To know what the songs are about. I know how to sing a melody at my own pitch.	To know that unison is everyone singing at the same time. I know when to breath in the music and can recognise phrase lengths.	To know that singing in a group can be called a choir or ensemble. I know simple structures / phrases in songs. I know how to create different vocal affects. I know that mouth shapes can affect sounds.	Singing simple songs along with playing a chord structure on the Ukulele. I know that there are different structures in songs. I know what chords to change on when singing.	To know what the song is about and the meaning of the lyrics and can make you feel different. I know when to take a breath in music and have control over my posture and sound projection.	To know about the style of the song to represent the feeling and context to the audience. I know how melodic phrase can fit together in rounds. I know how to improve.

Examples of music experienced throughout the year	Buckeye Jim Peace Like a River Big Red Combine Harvester Aiken Drum Song, New Verses, picture I am a robot Cat came dancing Little Wheel in my heart In and Out the Window How much is that doggie in the window I'm an Airman Yellow Submarine Pretty Little Horses Chick Chick Chicken – Cluck Old Hen Ani Couni Let's Harvest Shake your sillies out. Candlelight Jumping up and down	Mouse Windmill Song Colouring Derby Ram We will Rock You Aiken Drum Cat Came Dancing Mr Clicketty Cane Buckeye Jim Shake your sillies out Candlelight Jumping up and down Summer Fly a kite Drunken Sailor Rewrite shanty lyrics.	Kang Ding There ain't no bugs on me Believer – Imagine Dragons Derby Ram Buckeye Jim Pretty Little Horses	*own composition to songs.	Haul Away Joe. Wellerman. Believer Peaches - POTUS Vance Joy - Riptide Half the world away. Adele - Hello Happy - Pharrell Waterloo Adele - Easy on Me	WW2 - Remembrance WW2 Songs. The Wellerman + Octaves Chrome Music Lab. John Kanaka Haul Away Joe. Bog Down in the Valley O Believer - Recordings
Singing range	c4-d5	c4-d5	c4-d5		a3-d5	a3-d5
	Dormouse	Mole	Hare	Squirrel	Otter	Hedgehog
Listening, Memory and Movement. (Listening / evaluating and appraising)	To know and recognise the sound and names of some of the instruments they use. I know how to respond physically to songs. I know some short songs by memory.	To know songs have a musical style. I know some musical features in a song and can also respond physically to the music.	To know the musical dimensions in a song (texture, dynamics, tempo, rhythm and pitch). I know how to create a sequence of movements in respond to music.	To know the musical characteristics of that music such as lyrics, musical dimensions (texture, dynamics, tempo, rhythm and pitch), main sections of the song.	To know a range of songs or pieces of music, know who they are by, the musician style (including style indicators/characteristics), the historical context of the songs and some of musical	To know a wider range of songs from memory, who sang or wrote them, when they were written and why. I know the features within longer piece of music.

				I know how to recognise an introduction, interlude and ending of music.	dimensions. I know how music can be used to represent mood.	
Examples of music experienced throughout the year	<p>Covered in all songs learned so far.</p> <p>Sound Quiz.</p> <p>Rainforest composing</p>	<p>Hot Cold Chick Chick Chicken Ani couni (round campfire, percussion)</p> <p>Volcano theme - Firebird,</p> <p>Rite of Spring - Fire and Water Music. Djembe dance - Dance to Death. Fire in the mountain rhythms Ballet</p>	Firebird introduction composing	* separate Ukulele teaching	<p>4. 5. 3. Film scores with alternative scores for different effects. 1. Ear training – Identifying intervals competition</p> <p>Meme Music Quiz See Spotify play list Sci Fi Space-themed pieces and Rhythms (Mars 5/4) 2. Halloween music quiz</p>	<p>Ear training – Identifying intervals competition 3. Famous pop song lyric analysis (Police, Joni Mitchell, Lorde, Oasis, Peter Gabriel, Pink Floyd) Greek Movie Sound Tracks compared to Greek Trad music etc. Soundscape Producing / Mixing Lesson Carnival of the animals. Meme Music Quiz</p> <p>Greek Composers / Greek Music - Rembetika, Vangelis, Trad Greek Music</p> <p>Film Music Lesson 4. 5. 3. Film scores with alternative scores for different effects.</p> <p>Paul Klee Composing activity</p>
	Dormouse	Mole	Hare	Squirrel	Otter	Hedgehog

Controlling pulse and rhythm (Performing)	To know a performance is sharing music with other people, called an audience. I know how to identify the pulse in music. I know how to perform rhythm to a given pulse.	Performance is sharing music with an audience. I know how to accompany a song / piece of music by playing the pulse or rhythm.	To know performing is sharing music with other people, an audience. I know different rhythmic patterns and can perform these. I know how to identify a repeating pattern (ostinato).	Performance is sharing music with others	To know that everything performed must be planned and learned. I know how to show through movement the different tempo of the music.	To know that everything performed must be planned and learned. I know how to improvise. I know how to perform a solo to a steady beat.
Examples of music experienced throughout the year	Ceilidh Dancing - Galopede 5) Rhythm Guess and Play KS1 I am a robot - with instruments. Mr CLicketty Cane TV children's program themes - Pulse + Rhythm focus + vote. Type Drummer Summer Animation music - Wallace and Gromit Aiken Drum, Airman, Doggy performance	Ceilidh Dancing – Galopede + Bridge of Athlone 5) Rhythm Guess and Play KS1 TV children's program themes - Pulse + Rhythm focus + vote. Children recreated 'Derby Ram' in Chrome Music Lab. Type Drummer Mouse Windmill percussion.	Ceilidh Dancing – Galopede + Bridge of Athlone Rhythm Guess and Play KS1 Fire in the mountain rhythms There ain't no bugs on me bassline. Pixelsynth composing Firebird introduction composing	* separate Ukulele teaching	Believer – Imagine Dragons plus body percussion Space Theme Rhythms. Ceilidh Dancing - Galopede Following a Rembetika rhythm	Autumn Ceilidh dancing – Galopede Chrome Music Lab Drum Beats activity Drumbit App beat making (inc syncopation)
	Dormouse	Mole	Hare	Squirrel	Otter	Hedgehog
Exploring sounds, melody and	To know that music can be written down. I know how to change and respond to sound	To know the names of the notes of the part played (if using a tuned instrument). I	To know and be able to talk about the instruments used in class. I know how	To know the names of other instruments in a band.	To know and be able to talk about the different ways of writing music down, using staff	To know and be able to talk about the different ways of writing music down, using staff

accompaniment (playing)	to represent different stimuli. I know some names of classroom instruments.	know names of classroom instruments.	mood can be created in music.	I know how different sounds can be created on the Ukulele – chords or melodic phrase.	notation and/or symbols. To know the names of other instruments in an orchestra. I know there are different sounds used to accompany songs.	notation and/or symbols. I can play different melodic patterns. I know how combinations of pitch sounds can impact on the mood / affect of the music.
Examples of music experienced throughout the year	Hide and seek Sounds of spells - used Pixel Synth + Chrome Kandinsky + Chrome Music Lab Ani Couni Rainforest pieces + rain	Typedrummer Typatone Blob Opera	Tonematrix Redux Pentatonic activity Minecraft composing There ain't no bugs on me accompaniment. Body percussion - Believer	* separate Ukulele teaching	Chrome Music Lab	
	Dormouse	Mole	Hare	Squirrel	Otter	Hedgehog
Control of Instruments	I know how to create different sound effects. I know how to control some percussion instruments.	I know how to play instruments in different ways to create sound effects. I know how to handle and play instruments with control. I know names of different groups of instruments.	I know which instruments to select to describe visual images. I know which instrument to choose based of internalised sounds. I know what to choose from a range of instruments on the basis of internalised sounds.	I know how to identify melodic phrases and play them by ear.	I know how to play accompaniments with control and accuracy. I know how to create different effects using combinations of pitched sounds.	I know how to identify and control different ways percussion instruments make sounds with increasing accuracy. I know how to use ICT to change and manipulate sounds with increasing control to express outcome intended.
Examples of music experienced throughout the year	Rhythm Guess and Play KS1 Sounds of Spells Rainforest soundscapes Hide and Seek Game Aiken Drum Rhythms (Coffee Tea)	Rhythm Guess and Play KS1 Chick Chick Chicken Melody on Glockenspiels Summer	Chrome music lab inst selection Online Sequencer Minecraft theme composing	* separate Ukulele teaching	1) Glockenspiel pieces Chrome Music Lab Octaves Interval Songs Composing	1) Glockenspiel pieces 2. Ani Couni Piece. 3. Ani Couni (Chords on Keys + Glocks) 4. 12.11.20 – Steve Reich style phase pieces.

	Ani Couni Rhythms (Tea Coffee) Carnival of the Animals instrument identify activity.	Playing We Will Rock You on Glocks. Hide and Seek Game.	Firebird introduction composing			2. Keyboard and Percussion accompaniments to Ani Couni. Audio Logo lesson (using Tonematrix, Chrome Music Lab, Online Sequencer)
	Dormouse	Mole	Hare	Squirrel	Otter	Hedgehog
Composition	To know the music has a steady pulse, like a heartbeat.	To know composing is like writing a story but with music. I know how to contribute to a class composition.	To know that a composition is something created by you and is kept in some way. I know how to create textures by combining sounds in different ways. I can compose music with contrasting moods.	To know how to compose a simple melody using different notes within a chord accompaniment. I can create an accompaniment.	I know how to use different starting points for composing music. I know how to explore, select combine and exploit a range of different sounds to compose a soundscape. I know how to write lyrics to a known song.	To know a composition has a pulse, rhythm and pitch that work together and are shared by tempo, dynamics and structure. I know how to compose a short song to own lyrics based on everyday phrases.
Examples of music experienced throughout the year	Rainforest soundscapes	Graphic score to La Mer - Peter Grimes - Korngold	Chrome music lab pentatonic compositions. Summer Composing Minecraft Themes on Online Sequencer and Music Lab 5) Ain't no bugs on me custom accompaniment. Pixelsynth pieces	* separate Ukulele teaching	3.4. Re-writing 'Peaches'. Space Soundscapes Compose own 'Alien' theme from Close Encounters using Chrome music lab. - used Tonematrix Christmas Tunes using CML.	Re-writing 'Peaches' Piano Phase 'Steve Reich' – create own versions Ambient Soundscape Mixer - Audio Logos Lesson

			Firebird introduction composing			
	Dormouse	Mole	Hare	Squirrel	Otter	Hedgehog
Reading and writing notation	I know how to create long and short sounds on instruments.	To know that rhythms are different from the steady pulse. I know how to respond to symbols and perform long or short notes. I know how to make my own symbols to record my ideas.	To know there are different ways of recording compositions (letter names, symbols, graphic scores, etc)	To know the names of the note types including rests.	To know and recognise the notes C, D, E, F, G, A, B and C in the treble clef To recognise the connection between sound and symbol.	To know and recognise the notes C, D, E, F, G, A, B and C in the treble clef To recognise the connection between sound and symbol. I know how to use notation to support performance/ playing.
Examples of music experienced throughout the year	Rainforest soundscapes Tea Coffe rhythms plus rest	Mouse Windmill Accompaniment . 1,2,3 Playing chick chick chicken on glocks.	Glock pieces Class Winter Piece Chrome Music Lab Pentatonic Compositions.	* separate Ukulele teaching	The Christmas Song - Nat King Cole - From notation. Fill in missing notes of Twinkle Twinkle Little Star activity. Children playing their own melodies on glockenspiels. Identify motifs quiz Ear training – Identifying intervals competition Mr N's sight singing and playing vids. A minor done	Several glockenspiel pieces from notation. Fill in missing notes of Twinkle Twinkle Little Star activity. Children playing their own melodies on glockenspiels. Identify motifs quiz

Links with topics (see separate curriculum map for music for further information)

	Dormouse (Y1)	Mole (Y2)	Hare (Y3)	Squirrel (Y4)	Otter (Y5)	Hedgehog (Y6)
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Autumn 1	I know traditional children's songs and can move to them according to style – country dancing and folk.	Singing – traditional songs from different cultures (Folk/ Ceilidh dancing etc.). Singing songs with control and using the voice expressively.	Learning traditional dance of folk style/genre and understanding some of the history behind folk music from different cultures. To perform with other members to enable the dance to take place. In time to music/tempo and remember sequence of movements.	Whole class Ukulele lessons.	Composition – Close Encounters (space music) – John Williams composer and James Horner (Star Trek). Creating music for atmospheric effect (space theme). Listen to other composer who have used space as inspiration and analyse their musical interpretation. Trial out own interpretation and begin to compose a piece of music. (Links in with space theme/topic)	Singing songs with control and using the voice expressively. Ambient music and sound technology (app Ambient mixer and My Noise) – composing / mixing. Singing – pop songs. Singing songs with control and using the voice expressively.
Autumn 2	I can use my singing to tell a story (Nativity). I know how to show pulse and rhythm in music using untuned percussion.	I know lyrics and tunes to songs in order to perform to an audience – Nativity play. I know music is used to tell a story and celebrate. Develop further awareness of pulse/ rhythm and different sounds (including musical terminology)	Performing with whole school for Christmas Carol Service. Exploring technology to compose music. Testing and exploring combination of sounds. Using patterns / motives / phrases. Melody with beat or other backing rhythms. To use technology to notation music. Pentatonic scale.	Whole class Ukulele lessons.	Further build on space atmospheric music, using tuned percussion (Glocks). To learn some rhythmic patterns and also opportunities of improvisation. To play the glockenspiels with increased control and musical form.	Christmas music – notation (instrumental)
Spring 1	I know how to listen and analyse how sound/music can be linked to movement for mood and sound effects within a soundtrack. I am aware of animation films – Wallace and Grommit etc.	I know different timbre and how untuned percussion / body percussion can represent sounds within the rainforest. We can make out own rainforest soundtrack.	How sounds can represent natural earth / natural, extreme events (linking in with volcanos topic). Composing own sound effects using technology. Listening carefully to analysis and draw ideas from	Whole class Ukulele lessons.	Continue with performing using notation as a support. Sing songs with staff notation as support. Improve and develop analysis in evaluating. Film scores – creating mood through music	Greek music - rhythm and pulse. Vangelis (composer) 9/8 timing Rebetiko music. Explore urban Greek music which have come to be grouped together since the so-called rebetika

	<p>I can perform with others alongside soundtrack of own ideas / compositions.</p> <p>(Links in with Animation Flipbook / modelling topic)</p>	<p>(Links in with Amazon rainforest topic)</p>	<p>composers who have also used fire and water to inspire their compositions. Composing – Chromemusic Lab. Volcano / Magic fire music (Fire Bird) vs. water music – Stravinsky composer. 'Rite of Spring' – characters with motives. Djembe dance / drum.</p> <p>(Link with topic/theme of 'Extreme Earth' / volcanos)</p>			<p>revival, which started in the 1960s and developed further from the early 1970s onwards. Rebetiko briefly can be described as the urban popular song of the Greeks.</p> <p>Listening and evaluating the dance rhythms, joining in with musical input.</p> <p>(Link with Ancient Greeks topic/theme)</p>
Spring 2	Continue from Spring 1	Continue from Spring 1	<p>Continue from Spring 1.</p> <p>Singing with acting on stage - performance for a live audience. Using music to support telling a story / create mood.</p> <p>(link to school production – Y3 & 4)</p>	<p>Whole class Ukulele lessons.</p> <p>Singing with acting on stage - performance for a live audience. Using music to support telling a story / create mood.</p> <p>(link to school production – Y3 & 4)</p>	<p>Develop an understanding of the history of music. Looking at Anglo-Saxon instruments. Compare to our family of instruments.</p> <p>Music instruments through time – Anglo-Saxon era to modern day. How instruments were played, purpose for music / celebrations etc.</p> <p>Compose a battle chant to prepare the army for battle!</p> <p>(Links with topic/theme of Anglo-Saxons)</p>	<p>Continue from Spring 1</p> <p>Greek music - rhythm and pulse</p> <p>Vangelis (composer) 9/8 timing Rebetiko music</p>
Summer 1	I can bring together and revise musical skills learnt	Exploring how the sea can be represented in	Play and perform in solo and ensemble contexts,	Whole class Ukulele lessons.	Compose music individually or in pairs using	To perform in a production on stage to a live

	over the last two terms with a range of musical games / activities to show development of increased musical awareness and ability.	music and also comparing traditional sea chanties to music of a different era with composers such as Britten and Debussy. Recording their own interpretation of the music into graphic scores. Rewriting lyrics to sea chanties to create their own variation. (Links in with coast/seaside topic)	using their voices /musical instruments with increasing accuracy, fluency, control and expression. Combining timbre to explore texture and sound effects. Consider rhythm and pulse. (Link with topic/theme of Romans/Pompeii).		a range of stimuli and developing their musical ideas into a completed composition. Use of keyboard and other instruments. (Links in with topic of Africa) African drumming: learning the 3 main ways to play (bass, tone, slap) and performance traditional West African rhythms, engaging in call and response, improvisation and responding to the master drummer start and stop signal.	audience. To understand out music can support the acting / dancing on stage and support the narrative and bring the character's emotions/ views alive. Mood can be created through music. Singing and end of year production
Summer 2	I know about a variety of bands that many peers will have heard at their time at Glastonbury Festival and comparing genres, expressing personal tastes etc.	Continue from Summer 1	Continue from Summer 1	Whole class Ukulele lessons.	To compose their own short song. Phrases and ideas are developed. Their composition will be evaluated to improve using their musical judgement.	Continue from Summer 1

Vocabulary progression

	Dormouse	Mole	Hare	Squirrel	Otter	Hedgehog
Singing	High, low, listen,	Beat, chant, tempo,	Ostinato, rhythm,	Texture, dynamics,	A Cappella,	(review all prior
Playing	music, pattern, fast,	dynamics, pitch,	beat, duration,	expression,		terminology), interval,

Listening and appraising	slow, loud, quiet, song, speech, verse, chorus Graphic score Colour / lines pictures	repeat, rest, rhythm, sequence, tune / melody, round. Unison.	structure, melody, harmony, perform, pitch, solo, tunefully, aural, compose, pentatonic	improvise, musician, recall, tempo, timbre, chord, ukulele (strings, chords, acoustic, fingerboard etc.)	Octave, notation, stave, riff, genre, phrase, ostinato. Crotchet, quaver, semi-quaver, rests, bar line, clef.	major, minor, discordant, mix, sequencing, chord, variation, syncopated.
Composing						
Performing						
Notation						