

# Hazelwood Schools



**Music**

**Knowledge and Skills Progression**



Listening	
EYFS	
<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have <b>regular opportunities to engage with the arts</b>, enabling them to <b>explore and play</b> with a <b>wide range of media and materials</b>. The <b>quality and variety</b> of what children <b>see, hear and participate in</b> is crucial for developing their <b>understanding, self-expression, vocabulary and ability to communicate</b> through the arts. The <b>frequency, repetition</b> and depth of their experiences are fundamental to their progress in <b>interpreting and appreciating what they hear, respond to and observe</b>.</p> <p>Music also supports and develops these three prime areas:</p> <ul style="list-style-type: none"> <li>• Communication and language</li> <li>• Physical development</li> <li>• Personal, social and emotional development</li> </ul>	
Nursery	Reception
<ul style="list-style-type: none"> <li>• To move to music</li> <li>• To respond to sounds</li> <li>• To explore and recognise sounds (environmental, instrumental, body percussion) with a link to phonics</li> </ul>	<ul style="list-style-type: none"> <li>• To express an opinion of like and dislike</li> <li>• To listen attentively in a range of situations</li> <li>• To use my imagination to make comments in response to music</li> <li>• To start to follow musical instructions</li> <li>• To recognise sound/silence, loud/quiet, fast/slow, high/low sounds</li> <li>• To listen to and talk about sounds</li> <li>• To know that we can move with the pulse of the music</li> <li>• To respond to music with movement and actions</li> <li>• To alter movement and actions reflecting tempo, dynamics and pitch</li> <li>• To suggest actions to lyrics</li> <li>• To listen to and follow a beat using body percussion and instruments</li> <li>• To keep a steady beat in a group whilst listening</li> <li>• To listen to and repeat a simple rhythm</li> <li>• To listen to and repeat simple lyrics</li> <li>• To know the stories of some nursery rhymes</li> <li>• To learn that music can touch your feelings</li> <li>• To listen to sounds and match them to the object or instrument</li> <li>• To understanding that different instruments make different sounds</li> <li>• To group instruments by the sound they make</li> </ul>



## Hazelwood Schools Music Knowledge and Skills Progression

Listening					
KS1		KS2			
Children will learn to <b>listen</b> with concentration and understanding to a range of high-quality live and recorded music.		Children will learn to <b>listen</b> with attention to detail and recall sounds with increasing aural memory and <b>appreciate</b> and <b>understand</b> a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.		Children will continue to learn to <b>listen</b> with attention to detail and recall sounds with increasing aural memory and <b>appreciate</b> and <b>understand</b> a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>To be able to identify a steady beat in music</li> <li>To listen to range of songs and recall phrases</li> <li>To listen to, identify, group and name some percussion instruments and other sound sources</li> <li>To be able to recognise, respond to and talk about changes in musical elements (e.g. loud/quiet, fast/slow, high/low)</li> <li>To be able to talk about how music makes them feel</li> <li>To know some songs off by heart</li> <li>To know what a song is about</li> <li>To describe the character, mood, or 'story' of music they listen to, both verbally and through movement</li> <li>To describe the differences between two</li> </ul>	<ul style="list-style-type: none"> <li>To listen with increased awareness for particular musical elements/features</li> <li>To be able to compare the tempo and dynamics in two contrasting pieces of music</li> <li>To reflect on and appraise their own and others' musical performances and identify a target for improvement</li> <li>To know some songs off by heart</li> <li>To know some songs have a chorus or a response/answer part</li> <li>To know that songs have a musical style</li> <li>To describe the character, mood, or 'story' of music they listen to, both verbally and through movement</li> <li>To learn how songs can tell a story or describe an idea</li> </ul>	<ul style="list-style-type: none"> <li>To listen with attention to detail and recall sounds with increasing aural memory</li> <li>To be able to express what a song is about and what the words mean</li> <li>To identify musical elements in a song</li> <li>To identify the main sections of a song</li> <li>To name some of the instruments heard in a song</li> <li>To confidently identify and move to the pulse</li> <li>To begin to use terms duration/timbre/tempo/pitch/texture when describing music and their opinion of it</li> <li>To evaluate their own work and the work of others considering inter-related dimensions of music</li> <li>To know some songs from memory and who</li> </ul>	<ul style="list-style-type: none"> <li>To listen with attention to detail and recall sounds with increasing aural memory</li> <li>To be able to express what a song is about and what the words mean</li> <li>To identify musical elements in a song</li> <li>To identify the main sections of a song</li> <li>To name some of the instruments heard in a song</li> <li>To confidently identify and move to the pulse</li> <li>To understand and comment on what makes a good composition or performance</li> <li>To reflect on and evaluate their own work and that of others and share ways of improving</li> <li>To discuss the overall effect and impact of a piece</li> <li>To identify some</li> </ul>	<ul style="list-style-type: none"> <li>To listen with attention to detail and recall sounds with increasing aural memory</li> <li>To evaluate the work of others thinking about structure, texture etc. and understand what makes a successful composition</li> <li>To be able to identify musical elements within a piece of music and be able to discuss them</li> <li>To know some songs from memory, who sang or wrote them, when they were written and, if possible, why?</li> <li>To know the style of some songs and to name other songs from the same style</li> <li>To identify some style indicators in a song</li> <li>To be able to express what a song is about and what the words mean</li> </ul>	<ul style="list-style-type: none"> <li>To listen with attention to detail and recall sounds with increasing aural memory</li> <li>To listen to and identify what makes a good performance or composition</li> <li>To be able to pick out musical details from a piece of music</li> <li>To be able to describe, compare, evaluate and give an opinion on pieces of music using a range of musical vocabulary with confidence</li> <li>To be able to distinguish and describe differences in texture (layers) and timbre (quality of sound)</li> <li>To be able to identify and appraise musical features within pieces and how they contribute to the style and mood of the music</li> <li>To know some songs</li> </ul>




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<p>pieces of music</p> <ul style="list-style-type: none"> <li>To express a basic opinion about music (like/dislike)</li> <li>To listen to and repeat short, simple rhythmic patterns</li> <li>To listen and respond to other performers by playing as part of a group</li> <li>To listen out for combinations of instruments together (texture)</li> <li>To respond to the pulse in recorded/live music through movement and dance, stepping, jumping and walking on tiptoes</li> </ul>	<ul style="list-style-type: none"> <li>To recognise timbre changes in music listened to</li> <li>To recognise structural features in music listened to</li> <li>To listen to and recognise instrumentation</li> <li>To begin to use musical vocabulary to describe music</li> <li>To identify melodies that move in steps</li> <li>To listen to and repeat a short, simple melody by ear</li> <li>To suggesting improvements to their own and others' work</li> <li>To mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo</li> <li>To walk in time to the beat of a piece of music or song</li> <li>To begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats</li> <li>To identify the beat groupings in familiar music that they sing regularly and listen to</li> <li>To respond independently to pitch changes heard in short melodic phrases,</li> </ul>	<p>sang them or wrote them</p> <ul style="list-style-type: none"> <li>To know the style of some songs</li> <li>To take it in turn to discuss how the song makes them feel</li> <li>To listen carefully and respectfully to other people's thoughts about the music</li> <li>To discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary</li> <li>To understand that music from different parts of the world has different features</li> <li>To describe the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement</li> <li>To begin to show an awareness of metre</li> <li>To use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi</li> </ul> 	<p>structural and expressive features of a piece</p> <ul style="list-style-type: none"> <li>To know some songs from memory and who sang them or wrote them</li> <li>To know the style of some songs</li> <li>To identify some style indicators in a song</li> <li>To talk about the musical dimensions working together in some songs eg if the song gets louder in the chorus (dynamics)</li> <li>To talk about the music and how it makes them feel</li> <li>To listen carefully and respectfully to other people's thoughts about the music</li> <li>To recognise the use and development of motifs in music</li> <li>To identify gradual dynamic and tempo changes within a piece of music</li> <li>To recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary</li> <li>To identify common features between different genres, styles and traditions of music</li> <li>To recognise, name and explain the effect of the interrelated dimensions of music</li> </ul>	<ul style="list-style-type: none"> <li>To identify musical elements in a song</li> <li>To understand and describe how musical elements work together in a song</li> <li>To identify the main sections of a song</li> <li>To name some of the instruments heard in a song</li> <li>To understand and explain the historical context of a song</li> <li>To think about the message of songs</li> <li>To identify and move to the pulse with ease</li> <li>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences</li> <li>To listen carefully and respectfully to other people's thoughts about the music</li> <li>To talk about the musical dimensions working together in some songs</li> <li>To talk about the music and how it makes you feel</li> <li>To copy back three-note riffs by ear and with notation</li> <li>To recognise and confidently discuss the stylistic features of different genres, styles</li> </ul>	<p>from memory, who sang or wrote them, when they were written and why?</p> <ul style="list-style-type: none"> <li>To know the style of the songs and to name other songs in those styles</li> <li>To identify some style indicators in a song</li> <li>To be able to express what a song is about and what the words mean</li> <li>To identify musical elements in a song</li> <li>To identify the main sections of a song</li> <li>To name some of the instruments heard in a song</li> <li>To understand and explain the historical context of a song</li> <li>To know and talk about the fact that we each have a musical identity</li> <li>To identify and move to the pulse with ease</li> <li>To talk about the musical dimensions working together in some songs</li> <li>To think about the message of songs</li> <li>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences</li> <li>To listen carefully and respectfully to other people's thoughts about</li> </ul>
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# Hazelwood Schools Music Knowledge and Skills Progression

	<p>indicating with actions (e.g. stand up/sit down, hands high/hands low)</p>		<ul style="list-style-type: none"> <li>• To identify scaled dynamics (crescendo/decrescendo) within a piece of music</li> <li>• To use musical vocabulary to discuss the purpose of a piece of music</li> <li>• To use musical vocabulary when discussing improvements to their own and others' work</li> <li>• To arrange individual notation cards of known note values to create sequences of 2-, 3- or 4-beat phrases, arranged into bars</li> </ul>  <ul style="list-style-type: none"> <li>• To copy short melodic phrases including those using the pentatonic scale</li> </ul>	<p>and traditions of music using musical vocabulary</p> <ul style="list-style-type: none"> <li>• To compare, discuss and evaluate music using detailed musical vocabulary</li> </ul>	<p>the music</p> <ul style="list-style-type: none"> <li>• To talk about the music and how it makes you feel, using musical language to describe the music</li> <li>• To copy back three-note riffs by ear and with notation</li> <li>• To recognise and confidently discuss the stylistic features of music and relating it to other aspects of the Arts</li> <li>• To evaluate how the venue, occasion and purpose affects the way a piece of music sounds</li> <li>• To be able to compare and contrast musical features within two pieces using an extended range of musical terminology</li> </ul>
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Singing	
EYFS	
<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have <b>regular opportunities to engage with the arts</b>, enabling them to <b>explore and play</b> with a <b>wide range of media and materials</b>. The <b>quality and variety</b> of what children <b>see, hear and participate in</b> is crucial for developing their <b>understanding, self-expression, vocabulary and ability to communicate</b> through the arts. The <b>frequency, repetition</b> and depth of their experiences are fundamental to their progress in <b>interpreting and appreciating what they hear, respond to and observe</b>.</p> <p>Music also supports and develops these three prime areas:</p> <ul style="list-style-type: none"> <li>• Communication and language</li> <li>• Physical development</li> <li>• Personal, social and emotional development</li> </ul>	
Nursery	Reception
<ul style="list-style-type: none"> <li>• To sing favourite songs and nursery rhymes</li> <li>• To observe signals to start and stop singing</li> <li>• To copy simple actions and patterns</li> <li>• To copy the pitch when singing</li> <li>• To sing with high and low pitch</li> <li>• To learn a variety of songs</li> </ul>	<ul style="list-style-type: none"> <li>• To change voices to express a mood/feeling</li> <li>• To use and recognise a range of voices e.g. speaking/whispering/speaking/thinking</li> <li>• To sing using and developing awareness of high and low/loud and quiet sounds</li> <li>• To join in call and response pieces and chants</li> <li>• To keep a steady beat using actions whilst singing</li> <li>• To sing or rap nursery rhymes and simple songs from memory</li> <li>• To sing along with a pre-recorded song and add actions</li> <li>• To sing along with the backing track</li> <li>• To be able to stop and start singing together in a group</li> <li>• To sing nursery rhymes off by heart</li> <li>• To sing a variety of songs in a group or alone, increasingly matching the pitch and following the melody</li> <li>• To use my voice in different ways – high/low, loud/quiet, fast/slow</li> </ul>



## Hazelwood Schools Music Knowledge and Skills Progression

Singing					
KS1		KS2			
Children will learn to use their voices expressively and creatively by <b>singing songs</b> and <b>speaking chants</b> and <b>rhymes</b> .		Children will learn to <b>sing musically</b> and use their voices with increasing accuracy, fluency, control and expression.		Children will continue to learn to <b>sing musically</b> and use their voices with increasing accuracy, fluency, control and expression.	
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>To be able to convey different moods and emotions when singing</li> <li>To show vocal control of a variety of voices</li> <li>To sing with awareness of pulse and rhythm</li> <li>To start to follow pitch movements with hands and voices</li> <li>To learn about voices, singing notes of different pitches</li> <li>To control vocal pitch and to match the pitch they hear with accuracy</li> <li>To sing simple songs, chants and rhymes from memory</li> <li>To sing collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet and counting in)</li> <li>To begin with simple</li> </ul>	<ul style="list-style-type: none"> <li>To sing a wider variety of songs</li> <li>To sing with an awareness of musical shape</li> <li>To sing with awareness of and control of dynamics, pitch, and long and short sounds</li> <li>To sing songs regularly with a pitch range of do-so with increasing vocal control</li> <li>To know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to the leader's directions and visual symbols</li> <li>To confidently know and sing songs from memory</li> <li>To know that unison is everyone singing at the same time</li> </ul>	<ul style="list-style-type: none"> <li>To sing a widening range of unison songs of varying styles and structures with a pitch range of do-so, tunelessly and with expression</li> <li>To know that singing in a group can be called a choir</li> <li>To know that a leader or conductor is a person who the choir or group follow</li> <li>To know that songs can make you feel different things</li> <li>To know that you must listen to each other when singing as part of an ensemble</li> <li>To know why you must warm up your voice</li> <li>To sing in unison and in simple two-parts</li> <li>To demonstrate a good singing posture</li> <li>To follow a leader when singing</li> <li>To explore singing</li> </ul>	<ul style="list-style-type: none"> <li>To continue to sing a broad range of unison songs with the range of an octave (do-do) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo)</li> <li>To sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony</li> <li>To know that singing in a group can be called a choir</li> <li>To know that a leader or conductor is a person who the choir or group follow</li> <li>To know that songs can make you feel</li> </ul>	<ul style="list-style-type: none"> <li>To sing a broad range of songs from an extended repertoire with a sense of ensemble and performance</li> <li>To observe phrasing, accurate pitching and appropriate style in a range of songs</li> <li>To sing three-part rounds, partner songs, and songs with a verse and a chorus</li> <li>To know and confidently sing some songs and their parts from memory, and to sing them with a strong internal pulse</li> <li>To sing in unison and to sing backing vocals</li> <li>To listen to the group when singing</li> <li>To know what the song is about and the meaning of the lyrics</li> </ul>	<ul style="list-style-type: none"> <li>To sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance</li> <li>To observe rhythm, phrasing, accurate pitching and appropriate style in a range of songs</li> <li>To 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</li> <li>To know and confidently sing some songs and their parts from</li> </ul>



## Hazelwood Schools Music Knowledge and Skills Progression

<p>songs with a very small range, mi-so and then slightly wider</p> <ul style="list-style-type: none"> <li>• To sing pentatonic songs</li> <li>• To sing a wide range of call and response songs</li> <li>• To confidently sing or rap songs from memory and sing them in unison</li> <li>• To know that you can make different types of sounds with your voices – you can rap or say words in rhythm</li> <li>• To learn to start and stop singing when following a leader</li> <li>• To sing familiar songs in both low and high voices and talk about the difference in sound</li> <li>• To sing short songs from memory, maintaining the overall shape of the melody and keeping in time</li> </ul>	<ul style="list-style-type: none"> <li>• To know why we need to warm up our voices</li> <li>• To know that you can make different types of sounds with your voices – you can rap (spoken word with rhythm)</li> <li>• To know how to find a comfortable singing position</li> <li>• To start and stop singing when following a leader</li> <li>• To play a range of singing games based on the so-mi interval matching voices accurately, supported by a leader playing the melody</li> <li>• To sing short phrases independently within a singing game or short song</li> <li>• To include basic dynamics when singing</li> <li>• To sing short songs from memory, with melodic and rhythmic accuracy</li> </ul>	<p>solo</p> <ul style="list-style-type: none"> <li>• To sing with awareness of being 'in tune'</li> <li>• To have an awareness of the pulse internally when singing</li> <li>• To sing songs with longer structures</li> <li>• To start to sing with expression and control</li> <li>• To sing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique</li> </ul>	<p>different things</p> <ul style="list-style-type: none"> <li>• To know that you must listen to each other when singing as part of an ensemble</li> <li>• To know that a solo singer makes a thinner texture than a larger group</li> <li>• To know why you must warm up your voice</li> <li>• To sing in unison and in simple two-parts</li> <li>• To demonstrate a good singing posture</li> <li>• To follow a leader when singing</li> <li>• To explore singing solo</li> <li>• To sing with awareness of being 'in tune'</li> <li>• To rejoin the song if lost</li> <li>• To listen to the group when singing</li> <li>• To be able to sing 3 and 4 part rounds</li> <li>• To sing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes</li> </ul>	<ul style="list-style-type: none"> <li>• To know and explain the importance of warming up your voice</li> <li>• To demonstrate a good singing posture</li> <li>• To follow a leader when singing</li> <li>• To experience rapping and solo singing</li> <li>• To listen to each other and be aware of how you fit</li> <li>• To sing a more demanding and varied repertoire in a range of styles</li> <li>• To sing with increased clarity and diction</li> <li>• To sing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression</li> <li>• 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</li> </ul>	<p>memory, and to sing them with a strong internal pulse</p> <ul style="list-style-type: none"> <li>• To know about the style of the songs so you can represent the feeling and context to your audience</li> <li>• To sing in unison and to sing backing vocals</li> <li>• To demonstrate a good singing posture</li> <li>• To know what the song is about and the meaning of the lyrics</li> <li>• To know and explain the importance of warming up your voice</li> <li>• To follow a leader when singing</li> <li>• To experience rapping and solo singing</li> <li>• To listen to each other and be aware of how you fit into the group</li> <li>• To sing with awareness of being 'in tune'</li> <li>• To sing with good control of posture breathing, vocal control and technique, diction, phrasing and projection</li> </ul>
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## Hazelwood Schools Music Knowledge and Skills Progression

					<ul style="list-style-type: none"><li>• To sing songs in two or more secure parts from memory, with accuracy, fluency, control and expression</li></ul>
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Composing	
EYFS	
<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have <b>regular opportunities to engage with the arts</b>, enabling them to <b>explore and play</b> with a <b>wide range of media and materials</b>. The <b>quality and variety</b> of what children <b>see, hear and participate in</b> is crucial for developing their <b>understanding, self-expression, vocabulary and ability to communicate</b> through the arts. The <b>frequency, repetition</b> and depth of their experiences are fundamental to their progress in <b>interpreting and appreciating what they hear, respond to and observe</b>.</p> <p>Music also supports and develops these three prime areas:</p> <ul style="list-style-type: none"> <li>• Communication and language</li> <li>• Physical development</li> <li>• Personal, social and emotional development</li> </ul>	
Nursery	Reception
<ul style="list-style-type: none"> <li>• To use musical instruments to express my feelings</li> <li>• To create a song using a known tune</li> <li>• To come up with simple sequences of movements in response to music</li> </ul>	<ul style="list-style-type: none"> <li>• To know the names of some musical instruments</li> <li>• To explore untuned percussion instruments and how sounds are made</li> <li>• To explore environmental sounds</li> <li>• To choose an instrument to make a specific sound</li> <li>• To start to describe sounds (e.g. loud/quiet, high/low)</li> <li>• To create a song using a tune that I know such as singing 'wash wash wash your hands' to the tune of row row row your boat</li> <li>• To use musical instruments to experiment and create ideas in response to a musical stimulus</li> <li>• To play untuned percussion 'in time' with a piece of music</li> <li>• To select classroom objects to use as instruments</li> <li>• To experiment with body percussion and vocal sounds to respond to music</li> <li>• To select appropriate instruments to represent action and mood</li> <li>• To experiment with playing instruments in different ways</li> <li>• To compose a pattern using one and two pitched note</li> <li>• To begin to create simple 2-note patterns to accompany a song</li> <li>• To add a 2-note melody to the rhythm of words</li> </ul>



## Hazelwood Schools Music Knowledge and Skills Progression

Composing					
KS1		KS2			
Children will learn to <b>experiment</b> with <b>create</b> , <b>select</b> and <b>combine</b> sounds using the inter-related dimensions of music.		Children will develop an understanding of <b>musical composition</b> , <b>organising and manipulating ideas within musical structures</b> and reproducing sounds from aural memory. They will also learn to <b>improvise and compose</b> music for a range of purposes using the inter-related dimensions of music.		Children will continue to develop an understanding of <b>musical composition</b> , <b>organising and manipulating ideas within musical structures</b> and reproducing sounds from aural memory. They will also learn to <b>improvise and compose</b> music for a range of purposes using the inter-related dimensions of music.	
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>To investigate and explore sounds in order to choose sounds they wish to use</li> <li>To be able create 'pulse' actions to go with a song (e.g. clapping or playing an instrument)</li> <li>To begin to understand how musical features can be used to create different moods and effects (e.g. loud and fast sounds/slow and long sounds)</li> <li>To improvise simple vocal chants, using question and answer phrases</li> <li>To improvise a clapped response</li> <li>To improvise a response using one or two notes</li> </ul>	<ul style="list-style-type: none"> <li>To explore, choose and select sounds for particular effect/purpose</li> <li>To start to combine different sounds to produce short pieces from a given starting point</li> <li>To be able to create soundscapes from a given stimulus</li> <li>To understand how musical features can be combined to create different moods and effects</li> <li>To create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch)</li> <li>To work with a partner to improvise simple question and answer phrases, to be sung and played</li> </ul>	<ul style="list-style-type: none"> <li>To be able to improvise repeated patterns</li> <li>To be able to improvise/compose short tunes using three notes</li> <li>To be able to compose in pairs/threes using a variety of starting points</li> <li>To start to combine sounds to create desired effect</li> <li>To be able to choose and order sounds within a simple framework/structure</li> <li>To become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole-class/group/i</li> </ul>	<ul style="list-style-type: none"> <li>To show increased awareness of selecting/ordering sounds for a particular effect</li> <li>To be able to use wider 'note sets' with competence</li> <li>To improvise melodies on a 5 note scale</li> <li>To compose in a group setting using a variety of starting points</li> <li>To start to combine and layer sounds within short compositions to create different textures</li> <li>To improvise on a limited range of pitches on the instrument they are now learning, making use of musical features</li> </ul>	<ul style="list-style-type: none"> <li>To be able to create and combine melodic lines</li> <li>To be able to improvise melodically within a larger 'note set'</li> <li>To choose, create and layer sounds with control</li> <li>To be able to order/structure ideas more clearly to create longer pieces</li> <li>To compose to a specific 'brief' to portray an idea, theme or mood</li> <li>To be able to use simple digital technology as a composition/notation tool</li> <li>To improvise freely over a drone, developing sense of shape and character, using tuned</li> </ul>	<ul style="list-style-type: none"> <li>To select sounds to convey an idea or effect</li> <li>To create musical ideas for a group to copy and respond to</li> <li>To develop, improve and refine compositions</li> <li>To be able to compose in a variety of styles and forms using more complex, extended structures (e.g. Blues / Rondo / Verse and Chorus / Theme and Variations)</li> <li>To be able to improvise melodic and rhythmic phrases within a framework over a backing</li> <li>To combine an extended range of sounds to create music</li> </ul>



## Hazelwood Schools Music Knowledge and Skills Progression

<ul style="list-style-type: none"> <li>• To create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey</li> <li>• To combine to make a story, choosing and playing classroom instruments or sound-makers</li> <li>• To understand the difference between creating a rhythm pattern and a pitch pattern</li> <li>• To invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns</li> <li>• To use music technology, if available, to capture, change and combine sounds</li> <li>• To select and create short sequences of sound with voices or instruments to represent a given idea or character</li> <li>• To combine instrumental and vocal sounds within a given structure</li> <li>• To choose dynamics, tempo and timbre for a piece of music</li> </ul>	<p>on untuned percussion, creating a musical conversation</p> <ul style="list-style-type: none"> <li>• To use music technology, if available, to capture, change and combine sounds</li> <li>• To select and create longer sequences of appropriate sounds with voices or instruments to represent a given idea or character</li> <li>• To combine and layer several instrumental and vocal patterns within a given structure</li> <li>• To choose appropriate dynamics, tempo and timbre for a piece of music</li> <li>• To begin to suggest improvements to your own work</li> <li>• To know that when someone improvises, they make up their own tune that has never been heard before</li> <li>• To know that improvisations are not written down and belong to the person who has</li> </ul>	<p>individual/instrumental teaching) and inventing short 'on-the-spot' responses using a limited note-range</p> <ul style="list-style-type: none"> <li>• To structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end</li> <li>• To compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources</li> <li>• To combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi)</li> <li>• To compose song accompaniments on untuned percussion using known rhythms and note values</li> <li>• To know that when someone improvises, they make up their own tune that has never been heard before</li> <li>• To know that improvisations are</li> </ul>	<p>including smooth (legato) and detached (staccato)</p> <ul style="list-style-type: none"> <li>• To begin to make compositional decisions about the overall structure of improvisations</li> <li>• To sing and play composed phrases as self-standing compositions</li> <li>• To explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip</li> <li>• To include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work</li> <li>• To know that when someone improvises, they make up their own tune that has never been heard before</li> <li>• To know that improvisations are not written down</li> </ul>	<p>percussion and melodic instruments</p> <ul style="list-style-type: none"> <li>• To 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)</li> <li>• To compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment.</li> <li>• To work in pairs to compose a short ternary piece</li> <li>• To use chords to compose music to evoke a specific atmosphere, mood or environment</li> <li>• To know that when someone improvises, they make up their own tune that has never</li> </ul>	<ul style="list-style-type: none"> <li>• To explore, use and combine a wide range of sounds and musical devices (e.g. clusters / chords / scales / lyrics / harmony)</li> <li>• To show increased confidence in making composition choices</li> <li>• To use digital music technology as a composition/notation aid with greater confidence</li> <li>• To create music reflecting given intentions/themes</li> <li>• To create music with multiple sections that include repetition and contrast</li> <li>• To use chord changes as part of an improvised sequence</li> <li>• To extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape</li> <li>• To plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate</li> </ul>
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## Hazelwood Schools Music Knowledge and Skills Progression

<ul style="list-style-type: none"> <li>To begin to make improvements to your work as suggested by the teacher</li> <li>To know that when someone improvises, they make up their own tune that has never been heard before</li> <li>To know that improvisations are not written down and belong to the person who has invented them</li> <li>To know that everyone can improvise</li> <li>To know that composing is like writing a story with music</li> <li>To know that everyone can compose</li> <li>To create a simple melody using one, two or three notes, as a group</li> <li>To know that the notes of the composition can be written down and changed if necessary</li> </ul>	<p>invented them</p> <ul style="list-style-type: none"> <li>To know that everyone can improvise</li> <li>To know that composing is like writing a story with music</li> <li>To know that everyone can compose</li> <li>To improvise simple vocal chants, using question and answer phrases</li> <li>To improvise a clapped response</li> <li>To improvise a response using one or two notes</li> <li>To create three simple melodies with using one, three or five different notes, as a group</li> <li>To know that the notes of the composition can be written down and changed if necessary</li> <li>To create rhythms using word phrases as a starting point</li> </ul>	<p>not written down and belong to the person who has invented them</p> <ul style="list-style-type: none"> <li>To know that using one or two notes confidently is better than using five</li> <li>To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>To improvise using instruments in the context of the song they are learning to perform</li> <li>To listen and copy back a phrase of two notes using instruments</li> <li>To listen and play their own answer using different notes on their instrument</li> <li>To improvise a phrase using three different notes</li> <li>To know that composing is like writing a story with music</li> <li>To know that a composition can be played or performed again</li> <li>To help create at least one simple melody using one, three or five</li> </ul>	<p>and belong to the person who has invented them</p> <ul style="list-style-type: none"> <li>To know that using one or two notes confidently is better than using five</li> <li>To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>To know that you can use some of the riffs you have heard in the challenges in your improvisations</li> <li>To improvise using instruments in the context of a song they are learning to perform</li> <li>To listen and copy back a phrase of two notes using instruments</li> <li>To listen to and play their own answer using different notes on their instrument</li> <li>To improvise a phrase using three different notes</li> <li>To know that composing is like writing a story with music</li> <li>To know that a composition can be played or performed again</li> </ul>	<p>been heard before</p> <ul style="list-style-type: none"> <li>To know that improvisations are not written down and belong to the person who has invented them</li> <li>To know some well-known improvising musicians</li> <li>To know that using one or two notes confidently is better than using five</li> <li>To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>To know that you can use some of the riffs you have heard in the challenges in your improvisations</li> <li>To improvise using instruments in the context of a song to be performed</li> <li>To copy back a three note phrase using instrument</li> <li>To use three notes to answer a question, always starting on a G</li> <li>To improvise using three notes</li> <li>To improvise with a feeling for the style of Bossa Nova and</li> </ul>	<p>rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.</p> <ul style="list-style-type: none"> <li>To compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen; either of these melodies can be enhanced with rhythmic or chordal accompaniment</li> <li>To compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved</li> <li>To know that when someone improvises, they make up their own tune that has never been heard before</li> <li>To know that improvisations are not written down and belong to the person who has invented them</li> <li>To know that if you improvise using the</li> </ul>
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# Hazelwood Schools Music Knowledge and Skills Progression

		<p>different notes</p> <ul style="list-style-type: none"> <li>To plan and create a section of music that can be performed within the context of the unit song</li> <li>To talk about how a composition was created</li> <li>To listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo</li> <li>To combine melodies and rhythms to compose a multi-layered composition in a given style (pentatonic)</li> <li>To suggest and implement improvements to their own work, using musical vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>To help create at least one simple melody using one, three or all five different notes</li> <li>To plan and create a section of music that can be performed within the context of the unit song</li> <li>To talk about how it was created</li> <li>To listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo</li> <li>To compose a coherent piece of music in a given style with voices, bodies and instruments</li> <li>To begin to improvise musically within a given style</li> <li>To develop melodies using rhythmic variation, transposition, inversion, and looping</li> <li>To creating a piece of music with at least four different layers and a clear structure</li> <li>To use letter name,</li> </ul>	<p>Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)</p> <ul style="list-style-type: none"> <li>To know that composing is like writing a story with music</li> <li>To know that a composition can be played or performed again</li> <li>To know that a composition has a pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</li> <li>To create simple melodies using up to five different notes and simple rhythms that work musically with the style of some song</li> <li>To listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song</li> <li>To record the composition in any way appropriate that recognises the connection between composing a</li> </ul>	<p>notes you are given, you cannot make a mistake</p> <ul style="list-style-type: none"> <li>To know that using one, two or three notes confidently is better than using five</li> <li>To know that you can use some of the riffs and licks you have learnt in the challenges in your improvisations</li> <li>To know some well-known improvising musicians</li> <li>To improvise using instruments in the context of a song to be performed</li> <li>To copy back a three note phrase using instrument</li> <li>To use three notes to answer a question, always starting on a G</li> <li>To improvise using three notes</li> <li>To improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)</li> <li>To improvise coherently and creatively within a</li> </ul>
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# Hazelwood Schools Music Knowledge and Skills Progression

			<p>graphic and rhythmic notation and key musical vocabulary to label and record their compositions</p> <ul style="list-style-type: none"> <li>• To suggest improvements to others' work, using musical vocabulary</li> <li>• To be able to compose and notate a 2-bar rhythm</li> </ul>	<p>detailed piece of music from a given stimulus with voices, bodies and instruments</p> <ul style="list-style-type: none"> <li>• To improvise coherently within a given style</li> <li>• To combine rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest</li> <li>• To select, discuss and refine musical choices both alone and with others, using musical vocabulary with confidence</li> <li>• To suggest and demonstrate improvements to own and others' work</li> <li>• To create musical ideas for a group to copy and respond to</li> </ul>	<p>given style, incorporating given features</p> <ul style="list-style-type: none"> <li>• To compose a multi-layered piece of music from a given stimulus with voices, bodies and instruments</li> <li>• To compose an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure</li> <li>• To develop melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture</li> <li>• To record own composition using appropriate forms of notation and/or technology</li> <li>• To constructively critique their own and others' work, using musical vocabulary</li> <li>• To know that a melody can be adapted by changing its dynamics, pitch or tempo</li> </ul>
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Performing	
EYFS	
<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have <b>regular opportunities to engage with the arts</b>, enabling them to <b>explore and play</b> with a <b>wide range of media and materials</b>. The <b>quality and variety</b> of what children <b>see, hear and participate in</b> is crucial for developing their <b>understanding, self-expression, vocabulary and ability to communicate</b> through the arts. The <b>frequency, repetition</b> and depth of their experiences are fundamental to their progress in <b>interpreting and appreciating what they hear, respond to and observe</b>.</p> <p>Music also supports and develops these three prime areas:</p> <ul style="list-style-type: none"> <li>• Communication and language</li> <li>• Physical development</li> <li>• Personal, social and emotional development</li> </ul>	
Nursery	Reception
<ul style="list-style-type: none"> <li>• To copy simple actions and patterns</li> <li>• To use musical instruments to make different sounds</li> </ul>	<ul style="list-style-type: none"> <li>• To perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</li> <li>• To join in with favourite songs and rhymes, not always getting the songs completely right</li> <li>• To know that different instruments are played in different ways e.g. shake, tap, blow, rub, scrape</li> <li>• To use actions to accompany a song</li> <li>• To remember and maintain their role within a group performance</li> <li>• To participate in performances to a small audience</li> <li>• To stop and start playing at the right time</li> <li>• To know that a performance is sharing music</li> <li>• To perform any nursery rhymes or songs adding a simple instrumental part</li> <li>• To record the performance to talk about</li> </ul>




## Hazelwood Schools Music Knowledge and Skills Progression

Performing					
KS1		KS2			
Children will learn to <b>play</b> tuned and untuned instruments musically.		Children will learn to <b>perform</b> in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.		Children will continue to <b>perform</b> in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>To demonstrate increased control and care of instruments</li> <li>To be able to copy short rhythm patterns - call and response</li> <li>To be able to create, clap and play short rhythmic patterns</li> <li>To walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes</li> <li>To use body percussion, (e.g. clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks, etc.), playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (e.g.</li> </ul>	<ul style="list-style-type: none"> <li>To demonstrate control and care of instruments</li> <li>To be able to copy back rhythm patterns</li> <li>To be able to copy back short pitched patterns</li> <li>To be able to play repeated patterns</li> <li>To know the difference between left and right to support coordination and shared movement with others</li> <li>To play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion</li> <li>To create and perform their own chanted rhythm patterns with the same stick notation</li> <li>To copy longer rhythmic patterns</li> </ul>	<ul style="list-style-type: none"> <li>To perform as a choir in school assemblies</li> <li>To perform forte and piano, loud and soft</li> <li>To perform actions confidently and in time to a range of action songs</li> <li>To understand good posture and technique for singing and playing an instrument</li> <li>To be able to perform simple melodies on an instrument</li> <li>To be able to perform within a class ensemble to an accompaniment</li> <li>To be able to perform simple rhythmic/melodic patterns on an instrument to accompany a song</li> <li>To develop facility in playing tuned percussion or a</li> </ul>	<ul style="list-style-type: none"> <li>To perform a range of songs in school assemblies</li> <li>To start to add harmony parts within a group</li> <li>To show awareness of how to communicate to an audience</li> <li>To show increased control of posture, breathing and diction</li> <li>To develop instrumental technique and skills and be able to maintain simple accompaniments with an awareness of the ensemble</li> <li>To develop facility in the basic skills of a selected musical instrument over a sustained learning period</li> <li>To play and perform melodies following staff notation using</li> </ul>	<ul style="list-style-type: none"> <li>To perform a range of songs in school assemblies and in school performance opportunities</li> <li>To sing/play with awareness of and sense of phrasing and shape</li> <li>To start to maintain own part in a round or harmony (played or sung)</li> <li>To play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the Middle C–C'/do–do range. This should initially be done as a whole class with greater independence gained each lesson through smaller group performance</li> <li>To understand how</li> </ul>	<ul style="list-style-type: none"> <li>To perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience</li> <li>To sing or play with increased sense of character and style and ability to communicate to an audience</li> <li>To perform with awareness of context/environment</li> <li>To perform with awareness of others</li> <li>To be able to maintain a part in a three part round or a harmony part</li> <li>To play a melody following staff notation written on one stave and using notes within an octave range (do–do); make decisions about dynamic range,</li> </ul>



## Hazelwood Schools Music Knowledge and Skills Progression

<p>glockenspiels or chime bars) to maintain a steady beat</p> <ul style="list-style-type: none"> <li>To perform short copycat rhythm patterns accurately, led by the teacher</li> <li>To perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat.</li> <li>To perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips); create, retain and perform their own rhythm patterns.</li> </ul> <div style="display: flex; align-items: center; gap: 10px;">   </div> <ul style="list-style-type: none"> <li>To explore percussion sounds to enhance storytelling, e.g. ascending xylophone notes to suggest Jack climbing the beanstalk, quiet sounds created on a rainstick/shakers to depict a shower, regular strong beats played on a drum to replicate menacing footsteps</li> <li>To maintain the</li> </ul>	<p>on untuned percussion instruments, keeping a steady pulse</p> <ul style="list-style-type: none"> <li>To perform expressively using dynamics and timbre to alter sounds as appropriate</li> <li>To know the names of untuned percussion instruments played in class</li> <li>To treat instruments carefully and with respect</li> <li>To learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part)</li> <li>To play the part in time with the steady pulse</li> <li>To listen to and follow musical instructions from a leader</li> <li>To know that a performance is sharing music with an audience.</li> <li>To know that a performance can be</li> </ul>	<p>melodic instrument such as violin or recorder</p> <ul style="list-style-type: none"> <li>To play and perform melodies following staff notation using a small range (e.g. Middle C–E/do–mi) as a whole class or in small groups (e.g. trios and quartets)</li> <li>To individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases.</li> <li>To apply word chants to rhythms, understanding how to link each syllable to one musical note</li> <li>To know how to find and demonstrate the pulse</li> <li>To know how pulse, rhythm and pitch work together to create a song</li> <li>To know the difference between a musical question and an answer</li> <li>To know and be able to talk about the instruments used in class (a glockenspiel,</li> </ul>	<p>a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups</p> <ul style="list-style-type: none"> <li>To perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts</li> <li>To read and perform pitch notation within a defined range (e.g. C–G/do–so)</li> <li>To follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble</li> <li>To know how pulse, rhythm and pitch work together</li> <li>To create a musical idea for a group to copy and respond to</li> <li>To be able to name the instruments used in class (a glockenspiel, recorder or xylophone)</li> <li>To know that names</li> </ul>	<p>triads are formed, and play them on tuned percussion, melodic instruments or keyboards</p> <ul style="list-style-type: none"> <li>To perform simple, chordal accompaniments to familiar songs (e.g. Yellow Submarine by The Beatles)</li> <li>To perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra</li> <li>To develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies</li> <li>To read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations</li> <li>To name the instruments they might play or be played in a band or orchestra or by their friends</li> <li>To play a musical</li> </ul>	<p>including very loud, very quiet, moderately loud and moderately quiet</p> <ul style="list-style-type: none"> <li>To use keyboards, tuned percussion or tablets, or an online keyboard to accompany a melody with block chords or a bass line</li> <li>To engage with others through ensemble playing (e.g. school orchestra, band, mixed ensemble) with pupils taking on melody or accompaniment roles</li> <li>To accompany ensembles on an instrument with chords or a single-note bass line</li> <li>To read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations</li> <li>To read and play from notation a four-bar phrase, confidently identifying note names and durations</li> </ul>
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## Hazelwood Schools Music Knowledge and Skills Progression

<p>pulse (play on the beat) using hands, and tuned and untuned instruments</p> <ul style="list-style-type: none"> <li>• To copy back short rhythmic and melodic phrases on percussion instruments</li> <li>• To respond to simple musical instructions such as tempo and dynamic changes as part of a class performance</li> <li>• To learn the names of the instruments they are playing</li> <li>• To treat instruments carefully and with respect</li> <li>• To play a tuned instrumental part with the song they perform</li> <li>• To learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part)</li> <li>• To listen to and follow musical instructions from a leader</li> <li>• To know that a performance is</li> </ul>	<p>a special occasion and involve a class, a year group or a whole school</p> <ul style="list-style-type: none"> <li>• To know that an audience can include your parents and friends</li> <li>• To choose a song they have learnt and perform it</li> <li>• To add their ideas to the performance</li> <li>• To record the performance and say how they were feeling about it</li> </ul>	<p>a recorder)</p> <ul style="list-style-type: none"> <li>• To treat instruments carefully and with respect.</li> <li>• To play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation</li> <li>• To rehearse and perform their part within the context of the Unit song</li> <li>• To listen to and follow musical instructions from a leader</li> <li>• To know that performing is sharing music with other people, an audience</li> <li>• To know that a performance can be to one person or to each other</li> <li>• To know that you need to know and have planned everything that will be performed</li> <li>• To know that you must sing or rap the words clearly and play with confidence</li> <li>• To know that a</li> </ul>	<p>of other instruments they might play or be played in a band or orchestra or by their friends</p> <ul style="list-style-type: none"> <li>• To treat instruments carefully and with respect</li> <li>• To play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation</li> <li>• To rehearse and perform their part within a taught song</li> <li>• To listen to and follow musical instructions from a leader</li> <li>• To experience leading the playing by making sure everyone plays in the playing section of the song</li> <li>• To know that performing is sharing music with other people, an audience</li> <li>• To know that a performance can be to one person or to each other</li> <li>• To know that you</li> </ul>	<p>instrument with the correct technique within the context of some songs</p> <ul style="list-style-type: none"> <li>• To select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation</li> <li>• To rehearse and perform their part within the context of some songs</li> <li>• To listen to and follow musical instructions</li> <li>• To know that performing is sharing music with other people, an audience</li> <li>• To know that a performance can be to one person or to each other</li> <li>• To know that you need to know and have planned everything that will be performed</li> <li>• To know that you must sing or rap the words clearly and play with confidence</li> <li>• To know that a</li> </ul>	<ul style="list-style-type: none"> <li>• To name the instruments they might play or be played in a band or orchestra or by their friends</li> <li>• To play a musical instrument with the correct technique within the context of some songs</li> <li>• To select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation</li> <li>• To rehearse and perform their part within the context of some songs</li> <li>• To listen to and follow musical instructions from a leader</li> <li>• To lead a rehearsal session</li> <li>• To know that performing is sharing music with other people, an audience</li> <li>• To know that a performance can be to one person or to each other</li> </ul>
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## Hazelwood Schools Music Knowledge and Skills Progression

<p>sharing music with other people, called an audience</p> <ul style="list-style-type: none"> <li>• To choose a song they have learnt and perform it</li> <li>• To add their ideas to the performance</li> <li>• To record the performance and say how they were feeling about it</li> <li>• To perform from graphic notation</li> </ul>		<p>performance can be a special occasion and involve an audience including of people you don't know</p> <ul style="list-style-type: none"> <li>• To know that a performance is planned and different for each occasion</li> <li>• To know that a performance involves communicating feelings, thoughts and ideas about the song/music</li> <li>• To choose what to perform and create a programme</li> <li>• To communicate the meaning of the words and clearly articulate them</li> <li>• To talk about the best place to be when performing and how to stand or sit</li> <li>• To record the performance and say how they were feeling, what they were pleased with what they would change and why</li> <li>• To sing and play in time with peers, with some degree of accuracy and</li> </ul>	<p>need to know and have planned everything that will be performed</p> <ul style="list-style-type: none"> <li>• To know that you must sing or rap the words clearly and play with confidence</li> <li>• To know that a performance can be a special occasion and involve an audience including of people you don't know</li> <li>• To know that a performance is planned and different for each occasion</li> <li>• To know that a performance involves communicating feelings, thoughts and ideas about the song/music</li> <li>• To choose what to perform and create a programme</li> <li>• To present a musical performance designed to capture the audience</li> <li>• To communicate the meaning of the words and clearly articulate them</li> <li>• To talk about the best place to be when performing</li> </ul>	<p>performance can be a special occasion and involve an audience including of people you don't know</p> <ul style="list-style-type: none"> <li>• To know that a performance is planned and different for each occasion</li> <li>• To know that a performance involves communicating feelings, thoughts and ideas about the song/music</li> <li>• To choose what to perform and create a programme</li> <li>• To communicate the meaning of the words and clearly articulate them</li> <li>• To talk about the venue and how to use it to best effect</li> <li>• To record the performance and compare it to a previous performance</li> <li>• To discuss and talk musically about it – "What went well?" and "It would have been even better if...?"</li> <li>• To work as a group to perform a piece</li> </ul>	<ul style="list-style-type: none"> <li>• To know that you need to know and have planned everything that will be performed</li> <li>• To know that you must sing or rap the words clearly and play with confidence</li> <li>• To know that a performance can be a special occasion and involve an audience including of people you don't know</li> <li>• To know that a performance is planned and different for each occasion</li> <li>• To know that a performance involves communicating feelings, thoughts and ideas about the song/music</li> <li>• To choose what to perform and create a programme</li> <li>• To communicate the meaning of the words and clearly articulate them</li> <li>• To talk about the venue and how to use it to best effect</li> <li>• To record the performance and compare it to a</li> </ul>
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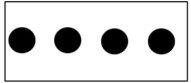
# Hazelwood Schools Music Knowledge and Skills Progression

		<p>awareness of their part in the group performance</p> <ul style="list-style-type: none"> <li>To perform from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology</li> </ul>	<p>and how to stand or sit</p> <ul style="list-style-type: none"> <li>To record the performance and say how they were feeling, what they were pleased with what they would change and why</li> <li>To sing and play in time with peers with accuracy and awareness of their part in the group performance</li> <li>To play melody parts on tuned instruments with accuracy and control and developing instrumental technique</li> <li>To play syncopated rhythms with accuracy, control and fluency</li> </ul>	<p>of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group</p> <ul style="list-style-type: none"> <li>To performing with accuracy and fluency from graphic and simple staff notation</li> <li>To play a simple chord progression with accuracy and fluency</li> </ul>	<p>previous performance</p> <ul style="list-style-type: none"> <li>To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</li> <li>To work 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</li> <li>To perform a solo or taking a leadership role within a performance</li> <li>To perform with accuracy and fluency from graphic and staff notation and from their own notation</li> <li>To perform by following a conductor’s cues and directions</li> <li>To understand what makes a makes a successful performance</li> <li>To sing and play instruments in different-sized groups</li> </ul>
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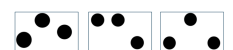
## Hazelwood Schools Music Knowledge and Skills Progression

Notation	
EYFS	
<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have <b>regular opportunities to engage with the arts</b>, enabling them to <b>explore and play</b> with a <b>wide range of media and materials</b>. The <b>quality and variety</b> of what children <b>see, hear and participate in</b> is crucial for developing their <b>understanding, self-expression, vocabulary and ability to communicate</b> through the arts. The <b>frequency, repetition</b> and depth of their experiences are fundamental to their progress in <b>interpreting and appreciating what they hear, respond to and observe</b>.</p> <p>Music also supports and develops these three prime areas:</p> <ul style="list-style-type: none"> <li>• Communication and language</li> <li>• Physical development</li> <li>• Personal, social and emotional development</li> </ul>	
Nursery	Reception
	<ul style="list-style-type: none"> <li>• To know that signals can tell us when to start or stop playing</li> </ul>

Notation					
KS1		KS2			
Children will learn to <b>read</b> and <b>use</b> graphic notation to perform and record music.		Children will learn to <b>use</b> and <b>understand</b> staff and other musical notations.		Children will continue learn to <b>use</b> and <b>understand</b> staff and other musical notations.	
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• To follow pictures and symbols to guide singing and playing, e.g. 4 dots = 4 taps on the drum</li> </ul>  <ul style="list-style-type: none"> <li>• To learn the names of the notes in their instrumental part from memory or when written down</li> </ul>	<ul style="list-style-type: none"> <li>• To use letter name and graphic notation to represent the details of your composition</li> <li>• To be able to interpret a range of visual symbols to represent changes in sound</li> <li>• To be able to devise graphic shapes, using symbols to represent sounds, to notate ideas</li> </ul>	<ul style="list-style-type: none"> <li>• To use graphic symbols to represent different sounds and instruments in listening and composing tasks</li> <li>• To begin to understand rhythmic notation and simplified 'traditional' notation through instrumental work</li> </ul>	<ul style="list-style-type: none"> <li>• To combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt</li> <li>• To show increasing confidence and ability to interpret rhythmic and melodic notation</li> </ul>	<ul style="list-style-type: none"> <li>• To use staff notation to record rhythms and melodies</li> <li>• To represent the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary</li> <li>• To start to find own ways to write down pieces</li> </ul>	<ul style="list-style-type: none"> <li>• To represent changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary</li> <li>• To use appropriate musical signs and symbols to notate work</li> <li>• To be able to perform short pieces from a notated score</li> </ul>



## Hazelwood Schools Music Knowledge and Skills Progression

<ul style="list-style-type: none"> <li>To understand that music can be represented by pictures or symbols</li> <li>To start to use shapes and marks to represent high/low and long/short sounds</li> <li>To create a simple graphic score to represent a composition</li> <li>To recognise how graphic notation can represent created sounds</li> <li>To explore and invent own symbols, for example</li> </ul> 	<ul style="list-style-type: none"> <li>To use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces</li> <li>To know that 'notation' means writing music down so that someone else can play it</li> <li>To know that a graphic score can show a picture of the structure and / or texture of music</li> <li>To read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests</li> <li>To recognise dot notation and match it to 3-note tunes played on tuned percussion, for example:</li> </ul>  <ul style="list-style-type: none"> <li>To learn the names of the notes in their instrumental part from memory or when written down</li> </ul>	<ul style="list-style-type: none"> <li>To introduce the stave, lines and spaces, and clef</li> <li>To use dot notation to show higher or lower pitch</li> <li>To introduce and understand the differences between crotchets and paired quavers</li> <li>To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play</li> <li>To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play</li> <li>To use letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions</li> <li>To know that there are different ways of recording compositions (letter names, symbols, audio etc.)</li> <li>To record the composition in any way appropriate that recognises the connection between composing a piece of music in a given style</li> </ul>	<ul style="list-style-type: none"> <li>To introduce and understand the differences between minims, crotchets, paired quavers and rests</li> <li>To know that 'performance directions' are words added to music notation to tell the performers how to play</li> <li>To capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology</li> <li>To know that there are different ways of recording compositions (letter names, symbols, audio etc.)</li> <li>To record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)</li> </ul>	<ul style="list-style-type: none"> <li>To be able to devise/use own graphic notation</li> <li>To develop understanding of traditional rhythmic notation</li> <li>To begin to recognise pitched staff notation through songs and instrumental work</li> <li>To further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers</li> <li>To understand the differences between 2/4, 3/4 and 4/4 time signatures</li> <li>To read and perform pitch notation within an octave (e.g. C-C'/do-do)</li> <li>To know that simple pictures can be used to represent the structure (organisation) of music</li> <li>To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note</li> <li>To know that the duration of a note or phrase in music can be shown using a repeated</li> </ul>	<ul style="list-style-type: none"> <li>To recognise pitched staff notation for simple rhythm/melody</li> <li>To be able to understand different time signatures</li> <li>To further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests</li> <li>To further develop the skills to read and perform pitch notation within an octave (e.g. C-C/ do-do)</li> <li>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'</li> <li>To know that chord progressions are represented in music by Roman numerals</li> <li>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'</li> <li>To know that there are</li> </ul>
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# Hazelwood Schools Music Knowledge and Skills Progression

		with voices and instruments		<p>symbol or the size of a symbol on a graphic score</p> <ul style="list-style-type: none"> <li>• To capture and record creative ideas using any of graphic symbols, rhythm notation and time signatures, staff notation, technology</li> <li>• To recognise the connection between a sound and a symbol</li> <li>• To know that there are different ways of writing down music</li> <li>• To identify the notes C, D, E, F, G, A, B + C on the treble stave</li> </ul>	<p>different ways of writing down music</p> <ul style="list-style-type: none"> <li>• To identify the notes C, D, E, F, G, A, B + C on the treble stave</li> </ul>
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Contextualising	
EYFS	
<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have <b>regular opportunities to engage with the arts</b>, enabling them to <b>explore and play</b> with a <b>wide range of media and materials</b>. The <b>quality and variety</b> of what children <b>see, hear and participate in</b> is crucial for developing their <b>understanding, self-expression, vocabulary and ability to communicate</b> through the arts. The <b>frequency, repetition</b> and depth of their experiences are fundamental to their progress in <b>interpreting and appreciating what they hear, respond to and observe</b>.</p> <p>Music also supports and develops these three prime areas:</p> <ul style="list-style-type: none"> <li>• Communication and language</li> <li>• Physical development</li> <li>• Personal, social and emotional development</li> </ul>	
Nursery	Reception
	<ul style="list-style-type: none"> <li>• To begin to place music in cultural contexts</li> </ul>

Contextualising					
KS1		KS2			
Children will learn to place music in <b>chronological order</b> .		Children will learn to <b>appreciate</b> and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians and <b>develop an understanding</b> of the history of music.		Children will learn to <b>appreciate</b> and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians and continue to <b>develop an understanding</b> of the history of music.	
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• To begin to describe music as old/ new</li> </ul>	<ul style="list-style-type: none"> <li>• To begin to order music in chronological order based on given features</li> </ul>	<ul style="list-style-type: none"> <li>• To begin to place music on a time line</li> <li>• To be able to identify a greater variety of musical features within one piece</li> <li>• To have an awareness of a</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to identify and discuss musical features within pieces from different traditions</li> <li>• To be able to identify and discuss musical features within pieces from different points in</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise and talk about specific styles of music</li> <li>• To be able to recognise and compare musical features from pieces within different traditions</li> </ul>	<ul style="list-style-type: none"> <li>• To discuss musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the</li> </ul>



## Hazelwood Schools Music Knowledge and Skills Progression

		<p>greater number of musical styles and performers</p> <ul style="list-style-type: none"> <li>To be aware that music changes depending on the time and place of composition</li> <li>To understand that music from different times has different features</li> </ul>	<p>history</p> <ul style="list-style-type: none"> <li>To begin to place music on a time line</li> <li>To recognise and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>To be able to recognise and compare musical features within pieces from different points in history</li> <li>To develop a greater understanding of how music has developed over time</li> <li>To confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time</li> </ul>	<p>development of musical styles</p> <ul style="list-style-type: none"> <li>To be able to identify how occasion, purpose and venue affect the way music is created</li> <li>To be able to compare and contrast musical features within two pieces using an extended range of musical terminology</li> <li>To be able to distinguish and describe differences in texture (layers) and timbre (quality of sound)</li> <li>To be able to identifying similarities and differences between composers/styles/traditions</li> <li>To be able to describe how music has evolved over time</li> </ul>
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The inter-related dimensions of Music		
EYFS		
<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have <b>regular opportunities to engage with the arts</b>, enabling them to <b>explore and play</b> with a <b>wide range of media and materials</b>. The <b>quality and variety</b> of what children <b>see, hear and participate in</b> is crucial for developing their <b>understanding, self-expression, vocabulary and ability to communicate</b> through the arts. The <b>frequency, repetition</b> and depth of their experiences are fundamental to their progress in <b>interpreting and appreciating what they hear, respond to and observe</b>.</p> <p>Music also supports and develops these three prime areas:</p> <ul style="list-style-type: none"> <li>• Communication and language</li> <li>• Physical development</li> <li>• Personal, social and emotional development</li> </ul>		
Musical Element	Nursery	Reception
<b>Silence</b>	<ul style="list-style-type: none"> <li>• To know that a sound can be heard</li> <li>• To know that silence means no sounds can be heard</li> </ul>	<ul style="list-style-type: none"> <li>• To observe and comment on the difference between sound and silence</li> </ul>
<b>Pitch</b>	<ul style="list-style-type: none"> <li>• To identify high and a low sounds</li> </ul>	<ul style="list-style-type: none"> <li>• To understand what 'high' and 'low' notes are</li> </ul>
<b>Dynamics</b>	<ul style="list-style-type: none"> <li>• To identify loud and quiet sounds</li> </ul>	<ul style="list-style-type: none"> <li>• To understand that instruments can be played loudly or softly</li> </ul>
<b>Tempo</b>	<ul style="list-style-type: none"> <li>• To identify fast and slow actions when playing e.g. with cars</li> <li>• To copy basic rhythm patterns of single words, building to short phrases from songs</li> <li>• To move to music</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise different rhythms and clap along</li> <li>• To tap along to the pulse of a song at different speeds</li> <li>• To find the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse</li> <li>• To copy basic rhythm patterns of single words, building to short phrases from songs</li> <li>• To recognise music that is 'fast' or 'slow'</li> <li>• To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music</li> </ul>
<b>Duration</b>	<ul style="list-style-type: none"> <li>• To identify long and short sounds</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise that different sounds can be long or short</li> </ul>
<b>Timbre</b>	<ul style="list-style-type: none"> <li>• To understand that there are different sounds</li> </ul>	<ul style="list-style-type: none"> <li>• To know that different instruments can sound like a particular character</li> <li>• To know that different instruments make different sounds</li> </ul>
<b>Texture</b>	<ul style="list-style-type: none"> <li>• To identify when there is more than one sound</li> </ul>	<ul style="list-style-type: none"> <li>• To know that music often has more than one instrument being played at a time</li> </ul>
<b>Structure</b>	<ul style="list-style-type: none"> <li>• To join in with the chorus of a well know song</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise the chorus in a familiar song</li> <li>• To know that songs have sections</li> </ul>



The inter-related dimensions of Music						
	KS1		KS2			
	Children will learn to <b>name</b> and <b>identify</b> the inter-related dimensions of music.		Children will learn to <b>identify</b> the inter-related dimensions of music and <b>explain</b> the effect they create in a piece of music.		Children will continue to learn to <b>identify</b> the inter-related dimensions of music and <b>explain</b> the effect they create in a piece of music.	
Musical Element	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Silence</b>	<ul style="list-style-type: none"> <li>To observe and comment on the difference between sound and silence</li> </ul>	<ul style="list-style-type: none"> <li>To observe and comment on the difference between sound and silence</li> <li>To begin to comment on how silence is used in music</li> </ul>	<ul style="list-style-type: none"> <li>To observe and comment on the difference between sound and silence</li> <li>To comment on how silence is used to create an effect in music</li> <li>To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly</li> </ul>	<ul style="list-style-type: none"> <li>To observe and comment on the difference between sound and silence</li> <li>To comment on how silence is used to create an effect in music</li> <li>To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly</li> </ul>	<ul style="list-style-type: none"> <li>To observe and comment on the difference between sound and silence</li> <li>To comment on how silence is used to create an effect in music</li> <li>To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly</li> </ul>	<ul style="list-style-type: none"> <li>To observe and comment on the difference between sound and silence</li> <li>To comment on how silence is used to create an effect in music</li> <li>To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly</li> </ul>
<b>Pitch</b>	<ul style="list-style-type: none"> <li>To recognise, sing and play high and low pitched notes</li> </ul>	<ul style="list-style-type: none"> <li>To be able to identify and show the shape of a melody with hand movements</li> </ul>	<ul style="list-style-type: none"> <li>To show the shape of a melody as rising and falling in pitch</li> </ul>	<ul style="list-style-type: none"> <li>To introduce major and minor chords</li> <li>To identify and explain what a melody is</li> </ul>	<ul style="list-style-type: none"> <li>To identify and explain steps, jumps and leaps in the pitch of a melody</li> </ul>	<ul style="list-style-type: none"> <li>To identify major and minor tonality by ear and from notation</li> </ul>



## Hazelwood Schools Music Knowledge and Skills Progression

	<ul style="list-style-type: none"> <li>To explore singing and playing C D E from the C major scale</li> <li>To explore singing and playing F G A from the F major scale</li> <li>To understand that pitch means how high or low a note sounds</li> <li>To understand that 'tuned' instruments play more than one pitch of notes</li> </ul>	<ul style="list-style-type: none"> <li>To identify the high notes and low notes in a melody</li> <li>To join in part of a melody</li> <li>To rehearse and play a simple instrumental melody as a part to go with a song</li> <li>To identify the names of the notes on a glockenspiel: C, D, E, F, G, A, B, C</li> <li>To identify and play by ear or notation notes in the tonality of C major</li> <li>To know that some tuned instruments have lower range of pitches and some have a higher range of pitches</li> <li>To understand that a melody is made up from high and low pitched notes played one after the other, making a tune</li> </ul>	<ul style="list-style-type: none"> <li>To learn to sing a melody by ear or from notation</li> <li>To learn to rehearse and play a melodic instrumental part by ear or from notation</li> <li>To identify the names of the pitched notes on a stave: C, D, E, F, F#, G, A, B, Bb</li> <li>To identify the scales of C major, G major, F major</li> <li>To identify if a scale is major or minor</li> <li>To copy simple melodies by ear or from reading notation</li> <li>To create melodies by ear and notate them</li> <li>To explore and play by ear or from notation 5-note scale</li> </ul>	<ul style="list-style-type: none"> <li>To learn to sing and follow a melody by ear and from notation</li> <li>To understand melodic movement up and down as pitch</li> <li>To learn to play one or more of four differentiated melodic instrumental parts, by ear and from notation</li> <li>To identify the names of the pitched notes on a stave C, D, E, E b, F#, G, A, B, B b, C#</li> <li>To identify the following scales by ear or from notation: C major, F major, G major, A minor</li> <li>To copy simple melodies by ear or from reading notation</li> <li>To create melodies by ear and notate them</li> <li>To identify and</li> </ul>	<ul style="list-style-type: none"> <li>To learn to sing and follow a melody by ear and from notation</li> <li>To learn to play one or more of four differentiated melodic instrumental parts by ear and from notation</li> <li>To identify the names of the pitched notes on a stave C, D, E, E b, F#, G, A, B, B b, C#</li> <li>To identify the following scales by ear or from notation: C major, F major, D minor, G major, E b major, C minor</li> <li>To copy simple melodies by ear or from reading notation</li> <li>To create melodies by ear and notate them</li> </ul>	<ul style="list-style-type: none"> <li>To learn to play one or more of four differentiated melodic instrumental parts, by ear and from notation</li> <li>To identify the names of the pitched notes on a stave C, D, E, E b, F#, G, A, B, B b, C#</li> <li>Identify the following scales by ear or from notation: A minor, G major, D major, D minor, F major</li> <li>To identify an interval of a major triad: 3rd, 5th</li> <li>To identify an octave by ear or notation</li> <li>To copy simple melodies by ear or from reading notation</li> <li>To create melodies by ear</li> </ul>
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# Hazelwood Schools Music Knowledge and Skills Progression

			<ul style="list-style-type: none"> <li>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</li> <li>To know that some traditional music around the world is based on five-notes called a 'pentatonic' scale</li> <li>To understand that a pentatonic melody uses only the five notes C D E G A</li> </ul>	<p>demonstrate a major and minor scale</p> <ul style="list-style-type: none"> <li>To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll</li> <li>To know that a glissando in music means a sliding effect played on instruments or made by your voice</li> <li>To know that 'transposing' a melody means changing its key, making it higher or lower pitched</li> <li>To know that the pitch is high and low sounds that create melodies</li> <li>To explore chords I, IV and V in instrumental</li> </ul>	<ul style="list-style-type: none"> <li>To add new chords II and VI from a given tonality</li> <li>To identify tone by ear or from notation</li> <li>To identify intervals 3rd, 5th and 7th</li> <li>To identify the tonal centres of C major and C minor, F major, D minor and D major, E <math>\flat</math> major</li> <li>To identify and demonstrate the Major scale, Minor scale, Pentatonic scales by ear and from notation</li> <li>To understand that major chords create a bright, happy sound</li> <li>To know that a 'bent note' is a note that varies in its pitch, eg. the pitch may</li> </ul>	<p>and notate them</p> <ul style="list-style-type: none"> <li>To use chords C, F, G and A minor by ear or from notation</li> <li>Identify the tonal centres of A minor, G major, D major, D minor, F major</li> <li>To identify and demonstrate the Major scale, Minor scale, Pentatonic scale, Blues scales by ear and from notation</li> <li>To know that the Solfa syllables represent the pitches in an octave</li> <li>To understand that 'major' key signatures use note pitches that sound cheerful and upbeat</li> <li>To understand that 'minor' key</li> </ul>
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# Hazelwood Schools Music Knowledge and Skills Progression

				<p>accompaniment s</p> <ul style="list-style-type: none"> <li>To explore intervals of 3rd, 5th and octaves</li> <li>To identify C major, F major, G major and A minor the following tonal centres by ear or from notation</li> </ul>	<p>slide up or down</p> <ul style="list-style-type: none"> <li>To understand that a minor key (pitch) can be used to make music sound sad</li> <li>To understand that major chords create a bright, happy sound</li> <li>To explain the keynote or home note and the structure of the melody</li> </ul>	<p>signatures use note pitches that can suggest sadness and tension</p>
<b>Dynamics</b>	<ul style="list-style-type: none"> <li>To identify loud and quiet sections of music and discuss what makes the music loud and quiet</li> <li>To understand the meaning of loud and quiet (forte and piano)</li> <li>To begin to follow musical directions from a leader (louder/quieter)</li> <li>To talk about</li> </ul>	<ul style="list-style-type: none"> <li>To identify loud and quiet sections of music and discuss what makes the music loud and quiet</li> <li>To understand the meaning of loud and quiet (forte and piano)</li> <li>To know that dynamics can change the effect a sound has on the audience</li> </ul>	<ul style="list-style-type: none"> <li>To listen out and respond to forte (loud) sections of music</li> <li>To identify instruments playing loud dynamics when listening to the music</li> <li>To use dynamics to help communicate the meaning of a song</li> </ul>	<ul style="list-style-type: none"> <li>To identify gradation of dynamics and use the correct vocabulary to describe crescendo and diminuendo</li> <li>To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music</li> </ul>	<ul style="list-style-type: none"> <li>To identify dynamics and how they change the mood and feel of the music: forte, piano, mezzo forte, mezzo piano, crescendo and diminuendo</li> </ul>	<ul style="list-style-type: none"> <li>To identify how dynamics change the mood and feel of music using vocabulary: forte, piano, mezzo forte, mezzo piano, crescendo and diminuendo</li> <li>To identify how dynamics can support the structure of a song or piece of music, eg</li> </ul>



# Hazelwood Schools Music Knowledge and Skills Progression

	<p>loud sounds and quiet sounds and give some examples</p> <ul style="list-style-type: none"> <li>To know that dynamics means how loud or soft a sound is</li> <li>To understand that sounds can be adapted to change their mood, eg through dynamics</li> </ul>		<ul style="list-style-type: none"> <li>To know that the word 'crescendo' means a sound getting gradually louder</li> </ul>			<p>diminuendo leading into a new section and change of mood</p>
<b>Tempo</b>	<ul style="list-style-type: none"> <li>To recognise the difference between the speed of a steady beat, a fast beat and a slow beat.</li> <li>To recognise and understand the difference between pulse and rhythm</li> <li>To watch, follow, feel and move to a steady beat with others</li> <li>To find and move to music in different ways</li> <li>To respond to the pulse in recorded/live</li> </ul>	<ul style="list-style-type: none"> <li>To watch and follow a steady beat</li> <li>To find a steady beat</li> <li>To recognise the time signature 4/4 by ear and notation</li> <li>To understand that the speed of the beat can change, creating a faster or slower pace (tempo)</li> <li>To understand that the tempo of a musical phrase can be changed to achieve a different effect</li> </ul>	<ul style="list-style-type: none"> <li>To control the speed of a steady beat, getting faster and getting slower</li> <li>To change the speed of a steady beat, moving from fast to slow, slow to fast</li> <li>To recognise the difference between the speed of a steady beat, a fast beat and a slow beat</li> <li>To recognise and move in</li> </ul>	<ul style="list-style-type: none"> <li>To know that playing in time means all performers playing together at the same speed</li> <li>To recognise and move in time with a steady beat</li> <li>To play in time with a steady beat and identify the metres 2/4, 4/4 and ¾</li> <li>To respond to the 'offbeat' or 'backbeat'</li> <li>To copy simple rhythm patterns created from</li> </ul>	<ul style="list-style-type: none"> <li>To recognise and move in time with the changing speed of a steady beat</li> <li>To play in time with a steady beat and identify the metre 2/4, 4/4, 3/4, 5/4 and 6/8</li> <li>To respond to the 'offbeat' or 'backbeat'</li> <li>To know that 'poly-rhythms' means many different rhythms played at once</li> </ul>	<ul style="list-style-type: none"> <li>To recognise an effective use of tempo at the end of a song</li> <li>To recognise and move in time with the changing speed of a steady beat</li> <li>To play in time with a steady beat and identify the metres 2/4, 4/4, 3/4, 6/8 and 5/4</li> <li>To identify syncopation and swing</li> </ul>



## Hazelwood Schools Music Knowledge and Skills Progression

	<p>music through movement and dance</p> <ul style="list-style-type: none"> <li>To know that the 'pulse' is the steady beat that goes through music</li> <li>To know that tempo is the speed of the music</li> </ul>	<ul style="list-style-type: none"> <li>To create rhythms using word phrases as a starting point</li> <li>To play copy back rhythms, copying a leader, and invent rhythms for others to copy on untuned and tuned percussion</li> <li>To recognise the difference between the speed of a steady beat, a fast beat and a slow beat</li> <li>To change the speed of a steady beat, moving from fast to slow, slow to fast</li> <li>To understand that the speed of the beat can change, creating a faster or slower pace</li> </ul>	<p>time with the beat</p> <ul style="list-style-type: none"> <li>To play the steady beat on percussion instruments</li> <li>To recognise the 'strong' beat</li> <li>To play in time with a steady beat in 2/4, 4/4 and 3/4</li> <li>To alternate between a steady beat and rhythm</li> <li>To walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes</li> <li>To know the difference between pulse and rhythm</li> <li>To know that every piece of music has a pulse/steady beat</li> </ul>	<p>semibreves, minims, crotchets, quavers and rests</p> <ul style="list-style-type: none"> <li>To create rhythm patterns by ear and using simple notation, that use semibreves, minims, crotchets and quavers</li> <li>To understand and explain the difference between beat and rhythm</li> <li>To recall the most memorable rhythms in a song or piece of music</li> <li>To know that a motif in music can be a repeated rhythm</li> <li>To recognise the difference between the speed of a steady beat, a fast beat and a slow beat</li> <li>To change the speed of a steady beat</li> </ul>	<ul style="list-style-type: none"> <li>To recognise dotted rhythm in melodies</li> <li>To copy simple rhythm patterns using the above rhythms</li> <li>To create rhythm patterns by ear and using simple notation, that use the above rhythm patterns</li> <li>To recall the most memorable rhythms in a song or piece of music</li> <li>To recognise the difference between the speed of a steady beat, a fast beat and a slow beat</li> <li>To change the speed of a steady beat, moving from fast to slow, slow to fast</li> </ul>	<ul style="list-style-type: none"> <li>To recognise dotted rhythm in melodies</li> <li>To copy simple rhythm patterns using the above rhythms</li> <li>To create rhythm patterns by ear and using simple notation, that use the above rhythm patterns</li> <li>To recall the most memorable rhythms in a song or piece of music</li> <li>To control the speed of a steady beat, getting faster and getting slower</li> <li>To direct the class in controlling the speed of a steady beat in a class performance</li> </ul>
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# Hazelwood Schools Music Knowledge and Skills Progression

				<p>moving from fast to slow, slow to fast</p> <ul style="list-style-type: none"> <li>• To control the speed of a steady beat, getting faster and getting slower</li> <li>• To direct the class in controlling the speed of a steady beat in a class performance</li> <li>• To know that the pulse is the heartbeat of the music</li> <li>• To know that the rhythm is the long and short patterns over the pulse</li> <li>• To know the difference between pulse and rhythm</li> <li>• To keep an internal pulse</li> <li>• To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed</li> </ul>	<ul style="list-style-type: none"> <li>• To control the speed of a steady beat, getting faster and getting slower</li> <li>• To direct the class in controlling the speed of a steady beat in a class performance</li> <li>• To recognise the connection between tempi and musical styles</li> <li>• To understand that a slow tempo can be used to make music sound sad</li> <li>• To know that a loop is a repeated rhythm or melody, and is another word for ostinato</li> <li>• To know that 12-bar Blues is a sequence of 12 bars of music, made up</li> </ul>	<ul style="list-style-type: none"> <li>• To refer to repeated rhythmic or melodic patterns as riffs/ostinati</li> <li>• To recognise the connection between tempi and musical styles</li> </ul>
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# Hazelwood Schools Music Knowledge and Skills Progression

					of three different chords	
<b>Duration</b>	<ul style="list-style-type: none"> <li>To know that rhythm means a pattern of long and short notes</li> <li>To recognise and clap long sounds and short sounds, and simple combinations</li> </ul>	<ul style="list-style-type: none"> <li>To know that 'duration' means how long a note, phrase or whole piece of music lasts</li> <li>To know that the long and short sounds of a spoken phrase can be represented by a rhythm</li> <li>To recognise long sounds and short sounds, and match them to syllables and movement</li> </ul>	<ul style="list-style-type: none"> <li>To know that different notes have different durations, and that crotchets are worth one whole beat</li> <li>To know that written music tells you how long to play a note for</li> <li>To recognise by ear and notation: minims, crotchets, quavers and their rests</li> <li>To copy simple rhythm patterns created from minims, crotchets, quavers and their rests</li> <li>To create simple rhythm patterns by ear and use simple notation from minims,</li> </ul>	<ul style="list-style-type: none"> <li>To recognise by ear and notation: semibreves, minims, crotchets, quavers and semiquavers, dotted minims and dotted crotchets</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>To recognise by ear and notation minims, dotted crotchets, crotchets, triplet quavers, dotted quavers, quavers and their rests</li> <li>To recognise by ear and notation 6/8 rhythm patterns</li> </ul>	<ul style="list-style-type: none"> <li>To understand that all types of music notation show note duration, including the Kodaly method which uses syllables to indicate rhythms</li> <li>To know that a quaver is worth half a beat</li> <li>To recognise by ear and notation Minims, crotchets, dotted crotchets, triplet quavers, dotted quavers, quavers, semiquavers and their rests</li> <li>To recognise by ear and notation 6/8 and 9/8 rhythm patterns</li> </ul>



# Hazelwood Schools Music Knowledge and Skills Progression

			crotchets, quavers and their rests			
<b>Timbre</b>	<ul style="list-style-type: none"> <li>To know that 'timbre' means the quality of a sound; eg that different instruments would sound different playing a note of the same pitch</li> <li>To understand that different types of sounds are called timbres</li> <li>To know that my voice can create different timbres to help tell a story</li> <li>To identify different sounds in the environment, indoors and outside</li> <li>To identify the sounds of the instruments played in school</li> <li>To identify some of the sounds of the instruments heard when listening to</li> </ul>	<ul style="list-style-type: none"> <li>To know the difference between a speaking voice and a singing voice</li> <li>To identify friends from the sound of their voice</li> <li>To know that musical instruments can be used to create 'real life' sound effects</li> <li>To understand an instrument can be matched to an animal noise based on its timbre</li> </ul>	<ul style="list-style-type: none"> <li>To choose particular instruments for rehearsal and performing</li> <li>To identify the sound of different tuned and untuned percussion instruments</li> <li>To understand that the timbre of instruments played affect the mood and style of a piece of music</li> </ul>	<ul style="list-style-type: none"> <li>To explain tone colour: the instruments or voices heard that can be recognised by their unique qualities</li> <li>To recognise the following groups of instruments: a marching band and a symphony orchestra and its separate families: woodwind, brass, percussion and strings</li> <li>Identify the following instruments by ear and through a range of media: banjo, acoustic guitar, tuned and untuned percussion, steel pans, clarinet, trombone, trumpet, piano, keyboard, bass</li> </ul>	<ul style="list-style-type: none"> <li>To identify the following instruments by ear and through a range of media: drum kit, electric guitar, electric bass guitar, acoustic guitar, keyboard or Hammond organ, synthesizer, saxophone, trumpet, harmonica, banjo, accordion, tuned and untuned percussion, steel pans and instruments of the orchestra such as clarinet, tuba, violin, trombone and flute</li> <li>To recognise the difference between the</li> </ul>	<ul style="list-style-type: none"> <li>To recognise Pop groups, A Cappella groups and Gospel choir</li> <li>To identify instruments that add particular colour to a song or piece of music</li> <li>To identify Band instruments such as keyboard, electric or Hammond organ, saxophone, trumpet, electric guitar, electric bass guitar, drum kit, vocals, drum machine and synthesizer, instruments of the orchestra from the strings, woodwind,</li> </ul>



# Hazelwood Schools Music Knowledge and Skills Progression

	music			<p>drums, tuba, piccolo, bass guitar, synthesizer and electric guitar</p> <ul style="list-style-type: none"> <li>• To recognise the difference between the sound of male and female voices</li> <li>• To understand the importance of the vocal warm-up and its impact on the tone of the voice</li> </ul>	<p>sound of male and female voices</p> <ul style="list-style-type: none"> <li>• To recognise tone colour and rapping</li> <li>• To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways</li> </ul>	<p>brass and tuned and untuned percussion families, particularly violin, cello, double bass, flute, clarinet, oboe, saxophone, trumpet, trombone, French horn, tuba, drums (timpani), glockenspiel, xylophone and piano and other instruments such as steel pans, harmonica, banjo and accordion by ear and through a range of media</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>
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## Hazelwood Schools Music Knowledge and Skills Progression

<p><b>Texture</b></p>	<ul style="list-style-type: none"> <li>To know that music has layers called 'texture'</li> </ul>	<ul style="list-style-type: none"> <li>To use body percussion and untuned and tuned percussion instruments with a song and listen to how the sounds blend together</li> <li>To understand that singing and playing together creates a musical texture</li> <li>To add body percussion accompaniments</li> <li>To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music</li> </ul>	<ul style="list-style-type: none"> <li>To understand that singing and playing together creates a musical texture</li> <li>To add body percussion accompaniments</li> <li>To listen to the accompaniment to a song</li> <li>To identify large numbers of people playing and singing</li> <li>To listen out for solo players</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>To know that combining different instruments playing different rhythms creates layers of sound called 'texture'</li> <li>To identify and talk about the way vocals are used in a song</li> <li>To identify and explain Harmony: two or more notes heard at the same time</li> <li>To identify and explain Second part: a second musical part, usually a melodic line, that creates harmony</li> <li>To know that grouping instruments according to their timbre can create contrasting 'textures' in music</li> <li>To understand that both instruments and voices can create audio</li> </ul>	<ul style="list-style-type: none"> <li>To recognise Gospel choirs and soloists, Rock bands, Symphony orchestras and A Cappella groups</li> <li>To talk about solo voices, backing vocals and different vocal textures</li> <li>To identify changes in texture</li> <li>To talk about the different textures created by intervals and chords</li> <li>To understand that a chord is the layering of several pitches played at the same time</li> <li>To know that poly-rhythms means many rhythms played at once</li> </ul>	<ul style="list-style-type: none"> <li>To talk about solo voices, backing vocals and different vocal textures</li> <li>To identify the connection between dynamics and texture, eg adding more players and/or singers makes the music louder</li> <li>To talk about the different textures created by intervals and chords</li> <li>To understand how texture builds throughout a piece as voices are layered</li> <li>To understand that texture can be created by adding or removing instruments in a piece and can create the</li> </ul>
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# Hazelwood Schools Music Knowledge and Skills Progression

				<p>effects that describe something you can see</p> <ul style="list-style-type: none"> <li>• To identify and explain texture: the number of voices or instruments playing and the richness of the sound they create</li> <li>• To identify male and female solo voices and backing vocals, and talk about the different textures they create in the music</li> <li>• To understand and demonstrate the effect that repeated rhythmic or melodic patterns (as riffs/ostinati) have on the texture of a piece of music</li> <li>• To explain the term 'unison' and the difference between unison and solo</li> <li>• To know that</li> </ul>		<p>effect of dynamic change</p> <ul style="list-style-type: none"> <li>• To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes</li> </ul>
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# Hazelwood Schools Music Knowledge and Skills Progression

				<p>combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'</p> <ul style="list-style-type: none"> <li>To understand that harmony means playing two notes at the same time, which usually sound good together</li> </ul>		
<b>Structure</b>	<ul style="list-style-type: none"> <li>To add movement to key sections of a song</li> <li>To understand when to sing in a verse and a chorus.</li> <li>To know that a piece of music can have more than one section, eg a verse and a chorus</li> </ul>	<ul style="list-style-type: none"> <li>To join in with a repeated section of a song: the chorus, the response</li> <li>To join in with the main tune when it is repeated</li> <li>To understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song</li> <li>To show awareness of structure through</li> </ul>	<ul style="list-style-type: none"> <li>To show the different sections of a song structure or piece of music through actions</li> <li>To know that in a ballad, a 'stanza' means a verse</li> <li>To know that music from different places often has different structural features, eg. traditional Chinese music</li> </ul>	<ul style="list-style-type: none"> <li>To identify and explain the following structural terms: verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form within musical structures</li> <li>To identify the instrumental break and its purpose in a song</li> <li>To recognise phrases and repeated</li> </ul>	<ul style="list-style-type: none"> <li>To identify solos and instrumental breaks in songs and music</li> <li>Identify and explain the following structural terms: verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form within musical structures</li> </ul>	<ul style="list-style-type: none"> <li>To identify solos and instrumental breaks in songs and music</li> <li>To talk about how musical styles often have the same musical structure, eg Folk music: verse and chorus; Rock and Pop music: verse, chorus, bridge and instrumental break</li> </ul>



# Hazelwood Schools Music Knowledge and Skills Progression

		<p>organising/ordering sounds (e.g. creating a beginning and end/use of repetition)</p>	<p>is based on the five-note pentatonic scale</p>	<p>sections</p> <ul style="list-style-type: none"> <li>To discuss the purpose of a bridge section</li> <li>To know that deciding the structure of music when composing can help us create interesting music with contrasting sections. An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice.</li> <li>To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music</li> <li>To start to organise sounds into a range of compositional structures (e.g. call and response/ABA)</li> </ul>	<ul style="list-style-type: none"> <li>To identify the instrumental break and its purpose in a song</li> <li>To recognise phrases and repeated sections</li> <li>To discuss the purpose of a bridge section</li> </ul>	<ul style="list-style-type: none"> <li>To talk about the purpose of musical structures</li> <li>To identify where changes in texture and tonality help emphasize the contrasting sections in a song</li> <li>To recognise that changing the tonality at different points within the song creates different sections to the structure</li> <li>To know that a chord progression is a sequence of chords that repeats throughout a song</li> <li>To know that a 'theme' in music is the main melody and that 'variations' are when this</li> </ul>
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# Hazelwood Schools Music Knowledge and Skills Progression

						melody has been changed in some way
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