

Grimsdyke School
Knowledge and Skill Progression Map
Subject: Music (Jigsaw scheme of work)

Year Group	Knowledge (Know)	Skills (Do)	Concepts (Understand)
Reception	<p>Repertoire of songs – nursery rhymes, action songs, number and counting rhymes, circle songs and playground songs.</p> <p>Phase 1 phonics link – using symbols to sequence sounds.</p>	<p><u>Singing</u> Reproduce with his or her voice the pitch of a tone sung by another Sing the melodic shape (moving melody, e.g. up and down, down & up) of familiar songs. Sing entire songs solo and/or in groups.</p> <p><u>Playing Instruments</u> Plays instruments (including imaginary ones such as air guitar) to match the structure of the music, e.g. playing quietly with quiet parts within music, stopping with the music when it stops. Moves to the sound of instruments, e.g. walks, jumps, hops to the sound of a beating drum. Combines moving, singing and playing instruments, e.g. marching, tapping a drum whilst singing.</p> <p><u>Improvising/exploring</u> Finds and records sounds using recording devices. Keeps a steady beat whilst playing instruments – his or her own steady beat in his or her creative music making. Taps rhythms to accompany words, e.g. tapping the syllables of names/objects/ animals/lyrics of a song.</p> <p><u>Composing</u> Creates music based on a theme e.g. creates the sounds of the seaside. Creates rhythms using instruments and body percussion.</p> <p><u>Listening</u></p>	<p>Introduce the terms:</p> <p>Pulse Beat Rhythm</p>

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Thinks abstractly about music and expresses this physically or verbally e.g. "This music sounds like floating on a boat." "This music sounds like dinosaurs."

Distinguishes and describes changes in music and compares pieces of music, e.g. "this music started fast and then became slow." "This music had lots of instruments but this music only had voices." "This music was spiky and this music was smooth."

Associates genres of music with characters and stories.

Accurately anticipates changes in music, e.g. when music is going to get faster, louder, slower.

Appraising

Can say if he/she enjoys a song and why.

Internalises music, e.g. sings songs inside his or her head.

Can say how a piece of music makes them feel.

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Year 1	<p>Repertoire of songs – singing songs and speaking chants and rhymes.</p> <p>Descriptive sounds for music</p> <p>How to identify a repeating pattern</p>	<p><u>Singing</u> Sing a song with contrasting high and low melodies (Unit 3) Control vocal dynamics, duration and timbre (Unit 4) Sing a song together as a group (Unit 7) Combine voices and movement to perform a chant and a song (Unit 11) Use voices to create descriptive sounds (Unit 12)</p> <p><u>Playing Instruments</u> Identify and keep a steady beat using instruments (Unit 2) Explore and control dynamics, duration, and timbre with instruments (Unit 4) Play percussion instruments at different speeds (tempi) (Unit 5) Play and control changes in tempo (Unit 5) Explore sounds on instruments and find different ways to vary their sound (Unit 8) Use instruments to create descriptive sounds (Unit 12) Play fast, slow, loud, and quiet sounds on percussion instruments (Unit 9)</p> <p><u>Improvising/exploring</u> Improvise descriptive music (Unit 4) Respond to music through movement (Unit 4) Create a soundscape using instruments (Unit 7) Explore different sound sources and materials (Unit 7) Explore sounds on instruments and find different ways to vary their sound (Unit 8)</p> <p><u>Composing</u> Invent and perform new rhythms to a steady beat (Unit 10)</p>	<p>Understand (recognise) pitch: make high and low vocal sounds</p> <p>Dynamics Tempo Structure</p> <p>Understand how music can tell a story</p>

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		<p><i>Create, play and combine simple word rhythms (Unit 11)</i> <i>Create a picture in sound (Unit 12)</i></p> <p><u>Listening</u> <i>Recognise and respond to changes in tempo in music (Unit 2)</i> <i>Identify changes in pitch and respond to them with movement (Unit 6)</i> <i>Understand how music can tell a story (Unit 9)</i> <i>Understand musical structure by listening and responding through movement (Unit 12)</i></p> <p><u>Appraising</u> <i>Identify a sequence of sounds (structure) in a piece of music (Unit 4)</i> <i>Listen in detail to a piece of orchestral music (e.g. identify instruments) (Unit 6)</i> <i>Identify metre by recognising its pattern (Unit 8)</i> <i>Identify a repeated rhythm pattern (Unit 10)</i></p>	
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Year 2	<p>Repertoire of songs – singing songs and speaking chants and rhymes. Pop songs</p> <p>How to notate pitch shape and duration using simple line graphics</p> <p>Simple vocabulary to describe music</p>	<p><u>Singing</u> Chant and sing in two parts while playing a steady beat (Unit 4) Sing with expression, paying attention to the pitch shape of the melody (Unit 8) Understand pitch through singing, movement, and note names (Unit 11) Prepare and improve a performance using movement, voice and percussion (Unit 12)</p> <p><u>Playing Instruments</u> Listen to and repeat rhythmic patterns on body percussion and instruments (Unit 4) Play pitch lines on tuned percussion (Unit 5) Accompany a song with vocal, body percussion and instrumental ostinati (Unit 8) Use instruments expressively in response to visual stimuli (Unit 12)</p> <p><u>Improvising/exploring</u> Explore timbre and texture to understand how sounds can be descriptive (Unit 3) Combine sounds to create a musical effect in response to visual stimuli (Unit 7) Explore voices to create descriptive musical effects (Unit 7) Explore different ways to organise music (Unit 10)</p> <p><u>Composing</u> Compose music to illustrate a story (Unit 9)</p>	<p>Metre Percussion Timbre</p> <p>Understand pitch through singing, movement, and note names</p> <p>Understand the structure of call and response songs</p>

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		<p><i>Perform and create simple three- and four-beat rhythms using a simple score (Unit 10)</i></p> <p><u>Listening</u> <i>Match descriptive sounds to images (Unit 3)</i> <i>Listen to and repeat back rhythmic patterns on instruments and body percussion (Unit 4)</i></p> <p><u>Appraising</u> <i>Identify ways of producing sounds (e.g. shake, strike, pluck) (Unit 3)</i> <i>Identify rising and falling pitch (Unit 8)</i> <i>Listen in detail to a piece of orchestral music (e.g. identify how it depicts a season) (Unit 9)</i> <i>Use simple musical vocabulary to describe music (Unit 12)</i> <i>Listen, describe and respond to contemporary orchestral music (Unit 12)</i></p>	
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Year 3	<p>Repertoire of songs of different genres - traditional Caribbean songs, Hindustani classical music, traditional Chinese music, ternary form.</p> <p>How instruments are classified</p>	<p><u>Singing</u></p> <p>Sing in two-part harmony (Unit 1)</p> <p>Copy and create a wide range of vocal sounds to incorporate into a song (Unit 8)</p> <p>Sing in two parts (two different melodies) with movements and percussion (Unit 9)</p> <p>Perform a round in three parts (Unit 11)</p> <p><u>Playing Instruments</u></p> <p>Accompany a song with a melodic ostinato on tuned percussion (Unit 1)</p> <p>Perform a pentatonic song with tuned and untuned accompaniment (Unit 5)</p> <p>Play independent parts in more than one metre simultaneously on body percussion, untuned and tuned percussion (Unit 6)</p> <p>Perform rhythmic ostinati individually and in combination (Unit 6)</p> <p>Understand and use pitch notations (Unit 7)</p> <p>Read simple rhythm notation (Unit 7)</p> <p>Create and perform from a symbol score (Unit 8)</p> <p>Read graphic notation to play a melody on tuned instruments (Unit 10)</p> <p><u>Improvising/exploring</u></p> <p>Improvise descriptive music (Unit 4)</p> <p>Improvise to an ostinato accompaniment (Unit 6)</p> <p>Explore simple accompaniments using beat and rhythm patterns (Unit 12)</p> <p><u>Composing</u></p>	<p>Pentatonic</p> <p>Ostinato</p> <p>Binary Form</p>

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Select descriptive sounds to accompany a poem (Unit 1)
Choose different timbres to make an accompaniment (Unit 1)
Make choices about musical structure (Unit 2)
Create and perform from a symbol score (Unit 8)
Arrange an accompaniment with attention to balance and musical effect (Unit 11)
Use a score and combine sounds to create different musical textures (Unit 12)

Listening

Listen to and learn about Hindustani classical music (Unit 3)
Learn how sounds are produced and how instruments are classified (Unit 3)
Listen to and learn about traditional Chinese music (Unit 5)
Listen to and learn about a Romantic piece of music (Unit 6)
Listen to and learn about a medieval antiphon (Unit 7)
Listen to, learn about, play and dance to Tudor dance music (Unit 7)

Appraising

Identify the metre in a piece of music (Unit 6)
Recognise rhythm patterns in staff notation (Unit 6)
Recognise pitch shapes (Unit 10)

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Year 4	<p>Repertoire of songs of different genres - composers of the 20th and 21st century, Bhangra music, African-American spiritual, West African call and response songs, 1940s dance band music, 20th century ballet music, 19th century German opera, 1960s pop songs</p>	<p><u>Singing</u> Perform a poem as an ensemble with rhythmic accuracy to a steady beat (Unit 1) Use beatbox techniques to imitate the sound of a drum kit (Units 1 & 3) Learn to sing partner songs (Unit 3) Sing a call and response song in a minor key in two groups (Unit 8) Sing a song with three simple independent parts (Unit 10) Combine singing, playing and dancing in a performance (Unit 11)</p> <p><u>Playing Instruments</u> Combine four body percussion ostinati as a song accompaniment (Unit 5) Play a pentatonic song with leaps in pitch on tuned percussion (Unit 6) Play and sing repeated patterns (ostinati) from staff notation (Unit 10) Play a piece with melody, chords, bass and rhythm parts from graphic, rhythm and staff notations (Unit 11)</p> <p><u>Improvising/exploring</u> Improvise in response to visual stimuli, with a focus on timbre (Unit 4) Explore household items as instruments and match rhythms with appropriate soundmakers (Unit 4) Improvise melodies with a given set of five notes (a pentatonic scale) (Unit 5) Explore layers and layering using a graphic score (Unit 7) Understand syncopation and clap improvised off-beat</p>	<p>Syncopation Fanfare Pentatonic scale Layers and layering</p>

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		<p><i>rhythms (Unit 10)</i></p> <p><u>Composing</u> <i>Compose an introduction for a song (Unit 2)</i> <i>Compose and notate pentatonic melodies on a graphic score (Unit 6)</i> <i>Compose a rap (Unit 9)</i> <i>Compose a fanfare (Unit 11)</i> <i>Compose and play sequences of word rhythms (Unit 12)</i></p> <p><u>Listening</u> <i>Understand how rhythmic articulation affects musical phrasing (Unit 1)</i> <i>Explore the descriptive music of two famous composers of the 20th and 21st century (Unit 2)</i> <i>Listen to and learn about 1940s dance band music (Unit 3)</i> <i>Listen to and play along with Bhangra music (Unit 4)</i> <i>Copy rhythms and a short melody (Unit 9)</i> <i>Match short rhythmic phrases with rhythm notation (Unit 10)</i> <i>Listen to and learn about Renaissance instruments (Unit 11)</i></p> <p><u>Appraising</u> <i>Identify different instrument groups from a recording (Unit 3)</i> <i>Describe the structure of a piece of orchestral music (Unit 5)</i> <i>Develop listening skills by analysing and comparing music from different traditions (Unit 6)</i> <i>Identify key features of minimalist music (Unit 7)</i> <i>Compare and contrast the structure of two pieces of music (Unit 7)</i> <i>Identify the metre of a new song or piece (Unit 10)</i> <i>Listen to and analyse 20th century ballet music (Unit 10)</i></p>	
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Year 5	<p>Repertoire of songs of different genres - 19th century Romantic music, jazz scat, modern classical/avant garde music (20th century), Baroque opera</p>	<p><u>Singing</u> Prepare for a performance by considering narration, performance space, setting up and other logistics (Unit 1) Develop techniques of performing rap using texture and rhythm (Unit 2) Sing and play scales and chromatic melodies accurately (Unit 4) Sing and play percussion in a group piece with changes in tempo and dynamics (Unit 5) Sing a song in unison and three-part harmony (Unit 6) Sing with attention to accuracy in rhythm, pitch and dynamics (Unit 6)</p> <p><u>Playing Instruments</u> Read a melody in staff notation (Unit 3) Interpret graphic notation on various soundmakers with an understanding of their qualities and capabilities (Unit 5) Perform music together in synchronisation with a short movie (Unit 5) Develop ensemble playing, focusing on steady beat and placing notes accurately together (Unit 6) Control short, loud sounds on a variety of instruments (Unit 6)</p> <p><u>Improvising/exploring</u> Develop accompaniments using ostinato and invent or improvise rhythms on untuned percussion (Unit 1) Learn about jazz scat singing and devise scat sounds (Unit 1) Play and improvise using the whole tone scale (Unit 2) Create musical effects using contrasting pitch (Unit 3) Interpret graphic notation on various soundmakers with an</p>	<p>Chromatic melodies Ensemble playing The effect of music in movies 'a capella'</p>

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		<p><i>understanding of their qualities and capabilities (Unit 5)</i> <i>Learn about and explore techniques used in movie soundtracks (Unit 5)</i></p> <p><u>Composing</u> <i>Develop a structure for a vocal piece and create graphic scores (Unit 3)</i> <i>Explore extended vocal techniques through listening to and composing 'a capella' (unaccompanied) vocal music based on graphic scores (Unit 3)</i> <i>Use the musical dimensions to create and perform music for a movie (Unit 5)</i> <i>Evaluate and refine compositions with reference to the inter-related dimensions of music (Unit 5)</i> <i>Create sounds for a movie, following a timesheet (Unit 5)</i></p> <p><u>Listening</u> <i>Hear and understand the features of the whole tone scale (Unit 2)</i> <i>Listen to and learn about modern classical/avant garde music (20th century) (Unit 2)</i> <i>Learn about the music of an early Baroque opera (Unit 3)</i> <i>Demonstrate understanding of the effect of music in movies (Unit 5)</i></p> <p><u>Appraising</u> <i>Listen to a 19th century tone poem and describe its effects and use of the musical dimensions (Unit 2)</i> <i>Listen to and analyse 19th century impressionist music using musical vocabulary (Unit 2)</i> <i>Compare and contrast two pieces of 19th century Romantic music (Unit 3)</i> <i>Identify changes in tempo and their effects (Unit 5)</i></p>	
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		<p>Evaluate and refine compositions with reference to the inter-related dimensions of music (Unit 5)</p> <p>Explore and analyse a song arrangement and its structure (Unit 6)</p> <p>Rehearse, improve and analyse an ensemble performance, with attention to balance and staying in time (Unit 6)</p>	
	Knowledge (Know)	Skills (Do)	Concepts (Understand)
Year 6	<p>Repertoire of songs of different genres - 1980s pop songs, 20th-century orchestral work, traditional Ghanaian music, 21st-century British choral work</p>	<p><u>Singing</u></p> <p>Demonstrate understanding of pitch through singing from simple staff notation (Unit 1)</p> <p>Demonstrate understanding of beat and syncopation through singing and body percussion (Unit 1)</p> <p>Convey lyrical meaning through expressive singing in a part-song with echoes (Unit 2)</p> <p>Learn to sing major and minor note patterns accurately (Unit 2)</p> <p>Demonstrate planning, directing, and rehearsal skills through allocated roles, such as technicians and researchers (Unit 2)</p> <p>Develop, rehearse and perform a mini-musical, including dialogue, singing, playing and movement (Unit 4)</p> <p>Refine vocal performance with consideration of posture, breathing and enunciation (Unit 5)</p> <p>Perform complex song rhythms confidently (Unit 6)</p> <p>Change vocal tone to reflect mood and style (Unit 6)</p> <p><u>Playing Instruments</u></p> <p>Demonstrate coordination and rhythm skills by participating in a complex circle game (Unit 1)</p> <p>Play a chordal accompaniment to a piece (Unit 3)</p> <p>Follow and interpret a complex graphic score for four instruments (Unit 3)</p>	<p>Lyrical meaning through expressive singing</p> <p>Understand the effect of changing harmony</p> <p>Modulation in a musical bridge</p>

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		<p><i>Play tuned instrumental parts confidently from graphic scores with note names (Unit 6)</i></p> <p><i>Improvising/exploring</i></p> <p><i>Devise, combine and structure rhythms through dance (Unit 1)</i></p> <p><i>Improvise descriptive music on instruments and other soundmakers (Unit 4)</i></p> <p><u>Composing</u></p> <p><i>Revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music (Unit 3)</i></p> <p><i>Compose programme music from a visual stimulus (Unit 5)</i></p> <p><u>Listening</u></p> <p><i>Follow and interpret a complex graphic score for four instruments (Unit 3)</i></p> <p><i>Experience and understand the effect of changing harmony (Unit 6)</i></p> <p><i>Listen to and understand modulation in a musical bridge (Unit 6)</i></p> <p><u>Appraising</u></p> <p><i>Revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music (Unit 3)</i></p> <p><i>Discuss the music of a Russian Romantic composer with reference to a painting from the same period (Unit 5)</i></p>	
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