

**Unit 2 EYFS Progression of skills and knowledge**

**Key Learning Objectives**  
 (Disciplinary Knowledge)

- **Sing songs, which contain a small range of notes (2 or 3 notes for example).**
- **Take turns when singing and be a good listener.**
- **Perform actions to accompany songs.**

Substantive Knowledge

- Understand that actions can help to keep the pulse
- Know that they need to warm up their voices before singing
- Know the meaning of the following vocabulary:

**Dynamics** - the volume of sound

**Melody** - the tune

**Pitch** - how high or low a note is

**Pitch-match** - Sing the same pitch as the leader

**Pulse** - the regular ‘heartbeat’ of a piece, holding the core timing together in a piece of music

**Model Music Curriculum Coverage**

N/A

**Unit 2 Year 1 Progression of skills and knowledge**

**Key Learning Objectives**  
(Disciplinary Knowledge)

- **Sing and perform songs which contain a small range of notes with growing confidence.**
- **Follow performance instructions including starting and stopping with accuracy.**
- **Recognise when the pitch of a song gets higher or lower**
- **Use actions and dynamics to enhance performance**
- **Comment on own performance using yr 1 vocabulary.**

Substantive Knowledge

- Understand that songs have a melody line that changes in pitch
- Understand that pitch matching can be shown through hand gestures
- Know what the structure of a 'call and response' song is
- Know the meaning of the following vocabulary:

**A Capella** - singing without an instrumental accompaniment

**Dynamics** - the volume of sound

**Melody** - the tune

**Pause** - hold the note longer than usual

**Pitch** - how high or low a note is

**Pitch-match** - sing the same pitch as the leader

**Pulse** - the regular 'heartbeat' of a piece, holding the core timing together in a piece of music

**Tempo** - the speed at which a piece of music is played

**Model Music Curriculum Coverage**

- Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions and counting in.
- Sing simple songs with a very small range, mi-so and then slightly wider, including pentatonic songs
- Sing a wide range of call and response songs to control vocal pitch and match the pitch I hear with accuracy.

**Unit 2 Year 2 Progression of skills and knowledge**

**Key Learning Objectives**  
(Disciplinary Knowledge)

- **Sing, with accuracy, within a range of notes.**
- **Follow and use performance instructions (including starting, stopping, dynamics and tempo).**
- **Recognise and demonstrate the link between pitch and shape using graphic notation.**
- **Comment on own performance using yr 2 vocabulary.**

Substantive Knowledge

- Know that there are different types of vocal arrangement (eg. A Capella, harmony)
- Understand that graphic symbols can be used to show the shape of a melody line
- Know how performance signals relate to musical elements (eg. dynamics, tempo)
- Know the meaning of the following vocabulary:

**A Capella**- singing without an instrumental accompaniment

**Dynamics** - the volume of sound

**Graphic score** - representation of music without using common notation

**Melody** - the tune

**Pitch** - how high or low a note is

**Pitch-match** - sing the same pitches as the leader

**Pulse** – the regular ‘heartbeat’ of a piece, holding the core timing together in a piece of music

**Tempo** – the speed at which a piece of music is played

**Model Music Curriculum Coverage links**

- Sing songs regularly with a pitch range of do-so with increasing vocal control
- Sing songs with a small pitch range, pitching accurately
- Know the meaning of dynamics and tempo and demonstrate these when singing by responding to the leader's directions
- Walk in time to the beat of a piece of music or song.
- Know the difference between left and right to support coordination and shared movement with others
- Sing short phrases independently within a singing game or short song

**Unit 2 Year 3 Progression of skills and knowledge**

**Key Learning Objectives**  
(Disciplinary Knowledge)

- **Sing fluently in unison and pitch match accurately.**
- **Maintain my own part when singing a song with more than one part, following performance directions.**
- **Use expression, dynamics and actions to enhance my vocal performance**
- **Comment on own and other people's performances using yr 3 vocabulary.**

Substantive Knowledge

- Know that alignment (posture) can affect performance
- Understand the structure of Verse and Chorus songs
- Know the meaning of the following vocabulary:

**Crescendo** - getting louder

**Diction**- forming words clearly and accurately

**Dynamics** - the volume of sound

**Forte** - loud

**Melody** - the tune

**Piano** (pronounced pee-ar-no) - quiet

**Pitch** - how high or low a note is

**Pulse** – the regular 'heartbeat' of a piece, holding the core timing together in a piece of music

**Tempo** – the speed at which a piece of music is played

**Unison** - Playing or singing the same notes together, at the same pitch.

**Verse and chorus** - Music composed in alternating sections Verse/Chorus/Verse/Chorus/ where the verse will change words but the chorus will stay the same

**Model Music Curriculum Coverage links**

- Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so tunefully and with expression.
- Perform forte (loud) and piano (quietly)
- Perform actions confidently and in time to a range of action songs.
- Perform as a choir in school assemblies.

**Unit 2 Year 4 Progression of skills and knowledge**

**Key Learning Objectives**

(Disciplinary Knowledge)

- **Sing with an awareness of breathing and pronunciation.**
- **Sing fluently in unison or parts and pitch match accurately.**
- **Maintain own part when singing in multiple parts, accurately following performance directions.**
- **Use graphic notation to create a melody**
- **Comment on own and other people's performances using yr 4 vocabulary.**

Substantive Knowledge

- Know that many traditional songs use the pentatonic scale
- Know that melody lines can be created from one or more phrases
- Know the meaning of the following vocabulary:

**Diction** - forming words clearly and accurately

**Dynamics** – the volume of sound

**Harmony** – A musical effect created by a combination of tones or arrangement of multiple parts

**Octave** - a distance of eight notes (eg. A-B-C-D-E-F-G-A')

**Ostinato** - a repeated rhythm or melody.

**Pentatonic scale** - a 5 note scale which consists of the 1st, 2nd, 3rd, 5th and 6th notes of a scale. Eg. C, D, E, G, A.

**Phrase** – a series of notes that sound complete even when played apart from the main song.

**Pitch** - how high or low a note is

**Pitch-match** - sing the same pitch as the leader

**Rhythm** – The pattern of sounds played through time, formed by a series of notes

**Scale**- a set of musical notes ordered by pitch.

**Tempo** – the speed at which a piece of music is played.

**Tone** - A musical or vocal sound with reference to its pitch, quality, and strength.

**Model Music Curriculum Coverage links**

- Continue to sing a broad range of unison songs with the range of an octave (do-do) pitching my voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).
- 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
- Perform a range of songs in school assemblies

**Unit 2 Year 5 Progression of skills and knowledge**

**Key Learning Objectives**

(Disciplinary Knowledge)

- **Sing and maintain an independent part with increasing awareness of other parts.**
- **Experiment and perform sounds made by voice.**
- **Follow and perform a vocal piece using a graphic / notated score.**
- **Comment on own and other people's performances using Yr 5 vocabulary.**

Substantive Knowledge

- Know that songs can be notated using graphic or standard notation
- Begin to know the names of the notes on the treble clef stave
- Know the meaning of the following vocabulary:

**A Capella** – singing without an instrumental accompaniment

**Diction** - forming words clearly and accurately

**Dynamics** - the volume of sound

**Graphic score**- the representation of music through the use of visual symbols

**Lyrics** – the words of a song

**Melody** - A group of notes played one after another to make a tune

**Phrase** – a series of notes that sound complete even when played apart from the main song.


**Pitch** - how high or low a note is

**Rhythm** - A pattern of sounds played through time, formed by a series of notes.

**Stave (or staff)** - a set of 5 horizontal lines and 4 spaces used for standard notation to show the pitch of the notes

**Tempo** - the speed at which a piece of music is played

**Texture** - how the melody, rhythms and harmony are combined, determining the overall quality of the sound in a piece of music

**Treble clef** -  This sign is placed on the stave at the start of a piece of music. It lets the performer know that the pitches can be played by instruments such as violin, flute, clarinet, recorder, oboe, trumpet, piano (right hand), and soprano and alto singers.

**Verse and Chorus** - Music composed in alternating sections Verse/Chorus/Verse/Chorus/ where the verse will change words but the chorus will stay the same

**Model Music Curriculum Coverage links**

- Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance including observing phrasing, accurate pitching and appropriate style.
- Sing three-part rounds, partner songs, and songs with a verse and a chorus.
- Perform a range of songs in school assemblies and in school performance opportunities.

**Unit 2 Year 6 Progression of skills and knowledge**

**Key Learning Objectives**  
(Disciplinary Knowledge)

- **Experiment with and refine sounds with voice.**
- **Maintain an independent part in a performance**
- **Create and perform a vocal piece by following a graphic / notated score.**
- **Comment on own and other people's performances using yr 6 vocabulary.**

Substantive Knowledge

- Know that phrases can be sung legato or staccato for different effects
- Know that songs can be notated using graphic or standard notation
- Know that lyrics can be used to tell a story
- Know the meaning of the following vocabulary:

**Dynamics** - How loudly or softly to play a part or piece of music

**Graphic score**- the representation of music through the use of visual symbols

**Harmony** - A musical effect created by a combination of tones or arrangement of multiple parts

**Legato** - smooth / long - the opposite of staccato

**Lyrics** - the words of a song

**Melody** - A group of notes played one after another to make a tune (a melody)

**Pitch** - how high or low a note is

**Pulse** - the regular 'heartbeat' of a piece, holding the core timing together in a piece of music

**Rallentando** - gradually getting slower

**Scale** - a set of musical notes ordered by pitch

**Staccato** - Short and spiky, the opposite of Legato.

**Stave (or staff)** - a set of 5 horizontal lines and 4 spaces used for standard notation to show the pitch of the notes

**Tempo** - the speed at which a piece of music is played

**Unison** - Playing or singing the same notes together, at the same pitch

**Verse and Chorus** - Music composed in alternating sections Verse/Chorus/Verse/Chorus/ where the verse will change words but the chorus will stay the same

**Model Music Curriculum Coverage links**

- Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance whilst observing rhythm, phrasing, accurate pitching and appropriate style.
- Continue to sing three- and four-part rounds or partner songs whilst positioned randomly within the group to develop greater listening skills, balance between parts and vocal independence.
- Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.

