



Blackheath Primary  
Musical Intent

The progression grid outlines the specific knowledge and skills which defines what our pupils are expected to be able to know and do in music by the end of each phase of their learning.

Musical Performance

AT EYFS	At Key Stage One:	At Lower Key Stage Two:	At Upper Key Stage Two:
<b>Currently under review due to new EYFS Reform Framework September2021</b>	As early performers, children will know that: <ul style="list-style-type: none"><li>➤ A piece of music can be played by a group of musicians, using beats accurately to stay together, following a conductor.</li><li>➤ Percussion instruments make a sound when they are hit, shaken or scraped and that these are tuned and untuned producing notes of different pitches.</li></ul>	As developing performers, children will know that: <ul style="list-style-type: none"><li>➤ Control of musical instruments, including the voice, is required to be played and performed accurately, for pitch, rhythm and volume of notes to match the intent of the music.</li><li>➤ Know notation is used in performance, including the use of rests and symbols for dynamics.</li></ul>	As secure performers, children will know that: <ul style="list-style-type: none"><li>➤ Accurate and confident group performances benefit from planning, practice, preparation and reflection, to various factors, taking into account musical compositional factors e.g. pitch, rhythm, dynamics and planning for performance.</li></ul>
	As early performers, children will have the skills to: <ul style="list-style-type: none"><li>➤ Play and sing pieces of music, to a steady pulse (beat)</li><li>➤ Show an awareness of rhythmical patterns and melody when performing.</li></ul>	As developing performers, children will have the skills to: <ul style="list-style-type: none"><li>➤ Play or sing a part from memory or from notation/drawings, with increased control and accuracy, on tuned and untuned instruments, to perform simple rhythmic and musical parts, with awareness of others performing.</li></ul>	As a secure performers, children will have the skills to: <ul style="list-style-type: none"><li>➤ Maintain a part in a performance alone or in collaboration, confidently and accurately, with an awareness of what others are playing or singing..</li><li>➤ Refine and improve their work to show awareness of sense of occasion to create performances that are well appreciated by the audience.</li></ul>

Singing

At EYFS:	At Key Stage One:	At Lower Key Stage Two:	At Upper Key Stage Two:
<b>Currently under review due to new EYFS Reform Framework September2021</b>	As early singers, children will know: <ul style="list-style-type: none"><li>➤ That the voice can be used in a song by changing its pitch to create a melody.</li><li>➤ That the shape of the music is the pattern created by the changing pitches of notes in a melody.</li><li>➤ The songs they are singing (Traditional songs, nursery rhymes and chants) usually contain repeated rhythms or melodies, a strong pulse and rhyming words.</li></ul>	As developing singers, children will know that: <ul style="list-style-type: none"><li>➤ The voice can be used to create notes of different pitches, durations and dynamics (loudness) to add interest to the music and create different moods.</li><li>➤ Solo singing is singing alone and ensemble singing is done as a group, who follow instructions of a conductor.</li></ul>	As secure singers, children will know that: <ul style="list-style-type: none"><li>➤ Singing dynamics e.g. rounds and harmonies can be used for pleasing effect along with expression and that this can be indicated on musical scores</li><li>➤ Gestures are a part of singing associated with different types of music, such as virtuoso guitar playing during rock musical performances.</li></ul>

•	<p>As early singers, children will have the skills to:</p> <ul style="list-style-type: none"><li>➤ Clearly sing traditional songs, rhymes and chants with a sense of melody and shape.</li><li>➤ Use their vocals in different ways and improvise in making sounds with the voice.</li></ul>	<p>As developing singers, children will have the skills to:</p> <ul style="list-style-type: none"><li>➤ Use their voice clearly, in different ways, including some dynamics as they identify simple repeated patterns.</li><li>➤ Show control in voice, singing in unison, becoming more aware of pitch, singing more accurately, both solo and as part of an ensemble.</li><li>➤ Improvise repeated patterns growing in sophistication.</li></ul>	<p>As secure singers, children will have the skills to:</p> <ul style="list-style-type: none"><li>➤ Confidently maintain a part within an ensemble, in tune (including harmonies), breathing well, showing accuracy and control in their singing.</li><li>➤ Use gesture and expression to create a finished, polished performance, singing from memory .</li></ul>
<u>Musical composition</u>			
At EYFS:	At Key Stage One:	At Lower Key Stage Two:	At Upper Key Stage Two:
• <b>Currently under review due to new EYFS Reform Framework September2021</b>	<p>As early composers, children will know:</p> <ul style="list-style-type: none"><li>➤ That sound effects are sounds that don't involve speech or music and can be used to represent other sounds.</li><li>➤ What rhythm is and that combining layers of sound (pitches) can create pleasant, harmonious sounds or unpleasant, discordant sounds,</li><li>➤ That songs have different layers (texture).</li></ul>	<p>As developing composers, children will know that:</p> <ul style="list-style-type: none"><li>➤ Sequences of sounds combine pitch, rhythm, dynamics and pulse and can be written down in different ways e.g informal pictures, graphic score or standard musical notation and how.</li></ul>	<p>As secure composers, children will know that:</p> <ul style="list-style-type: none"><li>➤ Effective compositions include instruments with different pitches, rhythms, melodies and dynamics.</li><li>➤ A score contains all the information musicians need to rehearse and perform a piece of music, including dynamics and time signature.</li></ul>
• <b>Currently under review due to new EYFS Reform Framework September2021</b>	<p>As early composers, children will have the skills to:</p> <ul style="list-style-type: none"><li>➤ Create sound effects or rhythms using a variety of instruments, objects and the voice to explore, choose and order sounds in sequence, length and pitch.</li><li>➤ Combine layers of sound and vocalisations with awareness of the effect, to create a beginning, middle and end.</li></ul>	<p>As developing composers, children will have the skills to:</p> <ul style="list-style-type: none"><li>➤ Create a sequences of rhythmical patterns that use a small range of notes, layering sound to create different melodies.</li><li>➤ Sequence sounds and vocals for different instruments and record them using simple standard notation, informal pictures or graphical score. .</li></ul>	<p>As secure composers, children will have the skills to:</p> <ul style="list-style-type: none"><li>➤ Create a composition with increased thoughtfulness of sounds and structures to convey an idea (alone and in a groups) that combines layers of sound and vocalisations that build on prior and new musical understanding. E.g. pitch, through to textures, rhythms and motifs.</li><li>➤ Create songs with an understanding of the relationship between lyrics and melody.</li></ul>
<u>Notation</u>			
At EYFS:	At Key Stage One:	At Lower Key Stage Two:	At Upper Key Stage Two:
• <b>Currently under review due to new EYFS Reform Framework September2021</b>	<p>As early musicians children will know:</p> <ul style="list-style-type: none"><li>➤ That musical notes and symbols have names, associated timing length and can be written down on a stave to be read by musicians</li><li>➤ The pitch of a note is how high or low the note sounds.</li></ul>	<p>As developing musicians children will know:</p> <ul style="list-style-type: none"><li>➤ That standard musical notation includes rests, telling musicians when not to play or sing.</li><li>➤ What dynamics are and that these can be shown as symbols on the stave.</li><li>➤ More confidently the names of the basic notes and their lengths.</li></ul>	<p>As secure, musicians children will know:</p> <ul style="list-style-type: none"><li>➤ That in standard musical notation, time signatures indicate how many beats are in a bar and compose accounting for these beats per bar e.g. 4/4.</li><li>➤ Features of complete standard notation including staves, time signatures, bar lines, notation and</li></ul>

			dynamic markings.
	<p>As early composers, children will have the skills to:</p> <ul style="list-style-type: none"><li>➤ Recognise, name and respond to symbols and simple notation that has been written down</li></ul>	<p>As developing musicians, children will have the skills to:</p> <ul style="list-style-type: none"><li>➤ Record ideas using invented musical notation, pictures and symbols, developing into musical notation on a staff as standard notation.</li><li>➤ Name basic notes, knowing their length and how to play these using dynamic notation.</li><li>➤ Play or sing simple melodies from standard and invented musical notation and symbols. (This is strengthened in Composition above and performance)</li></ul>	<p>As secure musicians, children will have the skills to:</p> <ul style="list-style-type: none"><li>➤ Write and read standard notation and features when composing and be able read this to guide performance (This is strengthened in Composition and performance above).</li></ul>
<u>Pulse and rhythm</u>			
At EYFS:	At Key Stage One:	At Lower Key Stage Two:	At Upper Key Stage Two:
<p><b>Currently under review due to new EYFS Reform Framework September2021</b></p> <ul style="list-style-type: none"><li>•</li></ul>	<p>As early musicians, children will know:</p> <ul style="list-style-type: none"><li>➤ That a rhythm is a group of quick and slow beats in a piece of music and these can differ in length, often changing the rhythm within a piece of music.</li><li>➤ That a pulse is a steady beat and these beats are all the same length, often staying the same throughout a piece of music.</li></ul>	<p>As developing musicians, children will know:</p> <ul style="list-style-type: none"><li>➤ That music is written in bars, with a set number of beats per bar.</li><li>➤ That time signatures tell musicians how many beats are in a bar. and that these beats are the pulse of the music.</li><li>➤ That a repeated rhythmic pattern is series of long and short sounds that are repeated. Short ones are called motifs.</li></ul>	<p>As secure musicians, children will know:</p> <ul style="list-style-type: none"><li>➤ That extended rhythmic patterns usually contain repetition and may include motifs too.</li><li>➤ That rests should be counted in the same way as notes.(Strengthened in notation above)</li><li>➤ That pulse can be created using bar lines to write bars of music with the same number of beats per bar.</li><li>➤ Rhythm can be created using notes of varying length, such as quavers, crotchets, minims and semibreves, and writing them in equal bars of music.</li></ul>
<p><b>Currently under review due to new EYFS Reform Framework September2021</b></p> <ul style="list-style-type: none"><li>•</li></ul>	<p>As early composers, children will have the skills to:</p> <ul style="list-style-type: none"><li>➤ Copy a simple rhythm or pulse by clapping or using percussion and identify the difference between them.</li></ul>	<p>As developing musicians children will have the skills to:</p> <ul style="list-style-type: none"><li>➤ Identify a pulse in a piece of music, realising two, three, four or more beats to the bar can be counted.</li><li>➤ Play and create repeated rhythmic patterns. (Strengthened through composition and performance)</li></ul>	<p>As secure musicians, children will have the skills to:</p> <ul style="list-style-type: none"><li>➤ Play and create extended rhythmic patterns, including rests with a clear understanding of pulse and rhythm. (Strengthened through composition and performance)</li><li>➤ Identify motifs in music.</li></ul>

Listening			
At EYFS:	At Key Stage One:	At Lower Key Stage Two:	At Upper Key Stage Two:
<p><b>Currently under review due to new EYFS Reform Framework September2021</b></p> <ul style="list-style-type: none"><li></li></ul>	<p>As early musicians children will know:</p> <ul style="list-style-type: none"><li>➤ How to listen to identify basic features of music including the melody (the main tune), the instruments used and the feelings the music engenders.</li><li>➤ That the pitch, rhythm and volume (loudness) of notes played on different instruments can be used to represent other sounds, animals or objects.</li></ul>	<p>As developing musicians, children will know:</p> <ul style="list-style-type: none"><li>➤ Specific terms can be used more confidently to describe the sounds and changes in a piece of music, including pitch (high or low), timbre (sound quality), dynamics (loudness) and tempo (speed).</li><li>➤ Instruments groupings/families include strings, brass, woodwind and percussion.</li><li>➤ Composers choose instruments for the timbre, pitch and duration of the notes they can create to replicate and represent objects, animals, mood and feelings.</li></ul>	<p>As secure musicians, children will know:</p> <ul style="list-style-type: none"><li>➤ That a mixture of pitch, tempo, rhythm, melody and dynamics create mood and feeling in the listener.</li><li>➤ That all music is written in a major or minor key and that this affects the mood of a piece.</li><li>➤ That genres are different styles of music, created by differences in tempo, rhythm, dynamics, pulse and timbre.</li></ul>
<p><b>Currently under review due to new EYFS Reform Framework September2021</b></p> <ul style="list-style-type: none"><li></li></ul>	<p>As early musicians, children will have the skills to:</p> <ul style="list-style-type: none"><li>➤ Listen to sounds or a piece of music, identifying basic features and describe how an instrument has been used to represent a sound, animal or object.</li></ul>	<p>As developing musicians children will have the skills to</p> <ul style="list-style-type: none"><li>➤ Recognise and describe sounds and changes in a piece of music using musical vocabulary.</li><li>➤ Identify different instruments (including the family they belong to) and describe how these are used to add interest and meaning.</li></ul>	<p>As secure musicians, children will have the skills to:</p> <ul style="list-style-type: none"><li>➤ Explain how pitch, tempo, rhythm, melody, dynamics and major and minor tonality have been used to create a particular mood and feelings in the listener.</li><li>➤ Listen to, identify and comment on a wide range of genres and musical styles using a broad musical vocabulary.</li></ul>
Significant People			
At EYFS:	At Key Stage One:	At Lower Key Stage Two:	At Upper Key Stage Two:
<p><b>Currently under review due to new EYFS Reform Framework September2021</b></p>	<p>As early musical historians, children will know:</p> <ul style="list-style-type: none"><li>➤ What a composer is.</li><li>➤ That composers throughout in history wrote pieces of music with many differences between them with differing effects.</li></ul>	<p>As developing musical historians, children will know:</p> <ul style="list-style-type: none"><li>➤ The names of composers of the Renaissance period who worked between the 1400s and 1600s and facts about their lives.</li><li>➤ The names of composers of the Baroque music who worked between 1600 to 1750 and facts about their lives.</li></ul>	<p>As secure musical historians, children will know:</p> <ul style="list-style-type: none"><li>➤ The composers of the Classical music period 1750 and 1825 and that this music was simpler with clear tunes and used harmony rather than polyphony, marking dynamics in their music.</li><li>➤ The composers of Romantic music period1830s and 1900s and that their music included dramatic symphonies, operas, and complex piano music, inspired by nature, art and poetry.</li></ul>

	<p>As early musicians, children will have the skills to:</p> <ul style="list-style-type: none"><li>➤ Describe, in simple terms, the lives and music of composers studied.</li></ul>	<p>As developing musicians children will have the skills to</p> <ul style="list-style-type: none"><li>➤ Describe the lives and music of famous Renaissance and Baroque composers.</li></ul>	<p>As secure musicians children will know:</p> <ul style="list-style-type: none"><li>➤ How to describe the lives and music of famous classical composers.</li><li>➤ How to describe the lives and music of romantic composers.</li></ul>
<p><u>Music appreciation</u></p>			
<p>At EYFS:</p>	<p>At Key Stage One:</p>	<p>At Lower Key Stage Two:</p>	<p>At Upper Key Stage Two:</p>
<p>Currently under review due to new EYFS Reform Framework September2021</p>	<p>As early musicians, children will know:</p> <ul style="list-style-type: none"><li>➤ That responses to music can be varied e.g. clapping along, humming or singing melodies and using adjectives, such as lively or cheerful, to describe the music.</li><li>➤ That responses to a piece of music that tell a story are varied e.g. expressive movements, through to drawing scenes inspired by the music.</li></ul>	<p>As developing musicians, children will know:</p> <ul style="list-style-type: none"><li>➤ What features of music are and how these can be responded to</li><li>➤ That there are many genres of music and that these have distinct sounding instruments, tempos, beats, melodies and style of performance.</li><li>➤ (This is strengthened in significant people of music)</li></ul>	<p>As secure musicians, children will know:</p> <ul style="list-style-type: none"><li>➤ More securelyhow to apply the musical vocabulary of pitch, rhythm, pulse, duration, structure, dynamics, harmony, tempo, timbre motif and texture when appreciating and responding to music.</li></ul>



<p><b>Currently under review due to new EYFS Reform Framework September2021</b></p>	<p>As early composers, children will have the skills to:</p> <ul style="list-style-type: none"><li>➤ Listen and respond to a range of songs and musical pieces., including with movement, words and pictures.</li></ul> <p><u>Key vocabulary for music appreication:</u></p> <ul style="list-style-type: none"><li>• Dynamics- how loud/ quiet the music is.<ul style="list-style-type: none"><li>➤ Children are able to identify if music is loud or quiet and that if it changes at all during a piece of music that they listen to.</li></ul></li><li>• Tempo- How quick/ fast the music is.<ul style="list-style-type: none"><li>➤ Children are able to identify if music is loud or quiet and that if it changes at all during a piece of music that they listen to.</li></ul></li><li>• Texture- How many sounds are being sung/ played.<ul style="list-style-type: none"><li>➤ Children are able to identify different parts being played in pieces of music and respond to them accoridngly. They may begin to identify musical instruments being heard.</li></ul></li><li>• Pitch- How high or low the sounds are.<ul style="list-style-type: none"><li>➤ Children are able to identify if music is high or low in pitch and that if it changes at all during a piece of music that they listen to.</li></ul></li><li>• Instrumentation- The instruments that are being played.<ul style="list-style-type: none"><li>➤ Children know the names of some basic instruments and begin to recognise them in pieces of music that they listen to.</li></ul></li></ul>	<p>As developing musicians children will have the skills to:</p> <ul style="list-style-type: none"><li>➤ Listen and respond to pieces of music written around the same theme, make comparisons and evaluate different genres of music using appropriate musical vocabulary. (This is strengthened in Listening)</li></ul> <p><u>Key vocabulary for music appreication:</u></p> <ul style="list-style-type: none"><li>• Dynamics- how loud/ quiet the music is.<ul style="list-style-type: none"><li>➤ Children are able to identify if music is loud or quiet and that if it changes at all during a piece of music that they listen to. They also begin to use accurate dynamics names to describe aspects of piece music including <i>mp</i>, <i>p</i>, <i>pp</i>, <i>mf</i>, <i>f</i> and <i>ff</i>.</li></ul></li><li>• Tempo- How quick/ fast the music is.<ul style="list-style-type: none"><li>➤ Children are able to identify if music is fast or slow and that if it changes at all during a piece of music that they listen to. They begin to use key tempo terminology (e.g. <i>allegro</i>, <i>adagio</i>, <i>acclerando</i>)</li></ul></li><li>• Texture- How many sounds are being sung/ played.<ul style="list-style-type: none"><li>➤ Children are able to identify different parts being played in pieces of music and respond to them accoridngly.They begin to notice the effect that different instruments being played together can have on a piece of music.</li></ul></li><li>• Timbre – The quality of the sound (soft/ harsh) Children listen to pieces of music with one or two change in timbres. They can identify these changes and name them.</li><li>• Pitch- How high or low the sounds are.<ul style="list-style-type: none"><li>➤ Children are able to identify if music is high or low in pitch and that if it changes at all during a piece of music that they listen to. They begin to discuss and evaluate the effectiveness of changes of</li></ul></li></ul>	<p>As secure musicians, children will have the skills to:</p> <ul style="list-style-type: none"><li>➤ Describe music, using relevant musical vocabulary when talking about the elements of live or recorded music within a piece.</li><li>➤ Identify and explain patterns and motifs in live and recorded music that provoke feelings in the listener. (This is strengthened in listening)</li></ul> <p><u>Key vocabulary for music appreication:</u></p> <ul style="list-style-type: none"><li>• Dynamics- how loud/ quiet the music is.<ul style="list-style-type: none"><li>➤ Children are able to confidently identify dynamics and dynamic changes in a piece of music that they listen to. They also use accurate dynamics names to describe aspects of piece music including <i>mp</i>, <i>p</i>, <i>pp</i>, <i>ppp</i>, <i>mf</i>, <i>f</i> and <i>ff</i>, <i>fff</i>.</li></ul></li><li>• Tempo<ul style="list-style-type: none"><li>➤ Children are able to confidently identify if changes in tempo in a piece of music that they listen to. They confidently use previously taught key tempo terminology and begin to uplevel it (e.g. <i>andante</i>, <i>allegreto</i>).</li></ul></li><li>• Texture- How many sounds are being sung/ played.<ul style="list-style-type: none"><li>➤ Children are able to confidently identify different parts being played in pieces of music and respond to them accoridngly.They begin to notice the effect that different instruments being played together can have on a piece of music. They compare and contrast the textures between different pieces of music and dicuss the effect that different textures have on the listener.</li></ul></li><li>• Timbre – The quality of the sound (soft/ harsh)<ul style="list-style-type: none"><li>➤ Children develop a stronger understanding of timbre by listening to more complex pieces of music. There are more varities of timbre changes. Children identify how</li></ul></li></ul>
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		<ul style="list-style-type: none"><li>• Instrumentation- The instruments that are being played.<ul style="list-style-type: none"><li>➤ They are able to confidently identify instruments being heard whilst also identifying different instruments in the same families.They begin to recognise similarities in sounds between instruments of different families.</li></ul></li><li>• Structure- How the music is organised.<ul style="list-style-type: none"><li>➤ Children begin to obtain a basic understanding of how music can be written down on score. They begin to identify time signatures and beats/ rhythms played in bars of music.They begin to identify basic patterns and ideas used in pieces of music.</li></ul></li></ul>	<ul style="list-style-type: none"><li>➤ Children should also be able to tell that timbre doesn't always change (e.g. more and more instruments can be added into a piece however that does not always mean a change in timbre has taken place.</li><li>• Instrumentation- The instruments that are being played.<ul style="list-style-type: none"><li>➤ They are able to confidently identify instruments being heard whilst also identifying different instruments in the same families.They can recognise similarities in sounds between instruments of different families. They also assess and evaluate the effectiveness of different instruments from the same or different families being played together.</li></ul></li><li>• Structure- How the music is organised.<ul style="list-style-type: none"><li>➤ Children develop their understanding of how music can be written down on score. They confidently identify time signatures (which also can increase in complexity e.g. 6/8) and beats/ rhythms played in bars of music.They identify patterns and ideas used in pieces of music confidently and begin to apply to compositions of their own.</li></ul></li></ul>
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Overarching Musical Vocabulary						
At EYFS:		At Key Stage One:	At Lower Key Stage Two:		At Upper Key Stage Two:	
song  music  beat  soft  loud  fast  slow		Instrumentation	Notation/ Note	Major	Diminuendo	Mariarchi
		Sound	Crotchet	Minor	Staccato	Ranchera
		rhythm	Minim	Sonata	Legato	Grupero
		high	Semibreve	Opera	Ostinato	Romantic
		low	Stave	Tone/ Tonality	Allegretto	Symphony
		composer	Rest	Baroque	Andante	chord
		dynamics/ volume	Timbre	Harmonious texture	Largo	drone
		conductor	Renaissance	Discordant teztur	soprano	
		harmony	vocals	Ensemble	alto	
		melody	diction	phrase	tenor	
		texture	forte	crescendo	bass	
		pitch	ascending	coda	rounds	
		beat	allegro	quaver	virtuoso	
		sound effects	adagio	fortissimo	expression	
		percussion	German Lied		tranquillo	
		tempo	accelerando		cantabile	
		duration	pitched		classical	
			unpitched		motif	
			pizzicato		lyrics	
			duration		polyphony	
			unison		dramatico	
			solo			
			chanson			
			madrigal			
			polyphonic			
			sacred			
			secular			
			bar			
			bar line			
			time signature			
			strings, wind, brass			

\*Inter-related dimensions of music (dynamics): ● PULSE: the steady beat of a piece of a piece of music ● PITCH: the melody and the way the notes change from low to high and vice versa. ● RHYTHM: or duration is the pattern of long and short sounds in a piece of music ● DYNAMICS: Loud and soft ● TEMPO: Fast and slow ● TIMBRE: The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments) ● TEXTURE: Layers of sound (number of instruments or voices playing together) ● STRUCTURE: The way the music is laid out –e.g. Verse, chorus, verse.