



Music Substantive Knowledge

Substantive knowledge focuses on developing children's skills and knowledge required for them to develop as musicians. This is achieved through deliberate practice and allows children to develop and demonstrate fluency of knowledge. It involves learning about music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.

Music Disciplinary Knowledge

Disciplinary knowledge in music is the interpretation on the interrelated dimensions of music and how this knowledge is used when singing, playing instruments, improvising and composing, to develop creative and original pieces and performances. Children work independently and collaboratively to interpret and combine the dimensions of music to create a specific and desired effect.

N.b. The Model Music Curriculum does not use these terms, therefore we have not identified them specifically in our progression document, due to their lack of suitability for music teaching and learning.

Progression of Knowledge, Skills and Vocabulary - MUSIC (listening)						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Disciplinary/substantive knowledge - examples						
* To be exposed to a range of music from the school listening music curriculum. * Respond to it through gestures/dance movements they spontaneously improvise recognising when music becomes	*Answering questions about tempo (speed) and dynamics (volume). and respond with movement. *Being aware of different instruments * Listening to Pop, Classical, Folk, Cultural & Jazz.	*Answering questions about tempo (speed) and dynamics (volume). and respond with movement. *Being aware of different instruments *Listening to Pop, Classical, Folk, Cultural & Jazz and	* Discussing the features of different genres, styles and traditions of music. * Understanding that music from different parts of the world has different features. * Recognising and explaining the	* Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll). * Describing the tempo and dynamics	*Listening to a wide range of music and identifying the overall mood of each piece. *Using the terms pitch, tempo, dynamics, timbre and rhythm to describe a piece of music. *Talking about how sounds are put	* Identifying features from different periods of music. *Identifying some of the focussed listening pieces of music and their characteristics. *Talking about the changes in instrumentation throughout the history

faster or slower.	* Identify pop music	articulating likes/dislikes. * Identifying pop and classical music.	changes within a piece of music. * Beginning to use musical vocabulary.	of a piece of music using musical terms * Listening to music and describing it accurately, using correct musical terms.	together and the different effects used to show the composer's intention.	of music. *Talking about musical form and structure in music I hear.
Vocabulary						
	Pop Music, Instruments, Composer,	Classical Music, Orchestra	Jazz Music Woodwind Brass	Folk Music String Instruments	Cultural Music Percussion and Pop instruments	Electronic music Synthesiser
Key Texts						
Jolly Music - Level Beginners	Jolly Music - Level Beginners (23/24)	Jolly Music - Level Beginners (23/24)	Jolly Music Kapow (very selective units)	Developed own curriculum through specialists - adapted from MMC. Kapow (very selective units)	Developed own curriculum through specialists - adapted from MMC. Kapow (very selective units)	Developed own curriculum through specialists - adapted from MMC.

Progression of Knowledge, Skills and Vocabulary - MUSIC (singing)						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Disciplinary/substantive knowledge - examples						
* To chant and sing a range of songs and rhymes with enjoyment. * To be able to sing higher and lower pitch-match two sounds.	*Singing a variety of short songs/chanting rhymes in a group from a given pitch following musical instruction such as stop, start, loud and quiet. *Singing songs including call and	* Singing a song including a range of a 5th in a group. *Singing a song from a given starting pitch following musical instructions. *Singing with good intonation in a small range including a	* Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. * Singing and playing in time with peers, with some degree of accuracy and awareness of their part	*Pitch Matching a short melody following a given dynamic. *Holding my own part in a partner song or round.	*Maintaining a melody as part of a group when singing a round. *Rehearsing and performing a song to an audience. *Beginning to sing using solfege (do, re, mi)	*Performing a song with an even tone across a wide vocal range eg. an octave. *Focussing on phrasing (breathing). *Maintaining a vocal line in a small group in a song of 2-3 parts *Singing songs in different musical styles

	response and mi-so pitch range.	range of dynamics (volume) and tempos (speed).	in the group performance. *Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology.		*Singing a melody as part of a group in a 2-part song.	*Maintaining my part in a rhythm duet *Understanding how best to look after my voice, vocal health *Singing while maintaining a sequence of complex actions eg.ball bouncing, cross rhythm hand jives *Singing and playing the ukulele at the same time.
Vocabulary						
	Singing or speaking	Singing in tune	A round	Partner songs	Part singing Syncopated	Stagecraft Diction
Key Texts						
Jolly Music - Level Beginners	Jolly Music - Level Beginners (23/24)	Jolly Music - Level Beginners (23/24)	Jolly Music Kapow (very selective units)	Developed own curriculum through specialists - adapted from MMC.	Own curriculum with some Kapow (very selective units).	Developed own curriculum through specialists - adapted from MMC.

Progression of Knowledge, Skills and Vocabulary – MUSIC (composing and improvising)						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Disciplinary/substantive knowledge - examples						
* To be able to make a sound with two untuned percussion instruments holding them correctly, in a group activity and able to refine and	* Improvise words or noises to a song or book. Improvise a four beat rhythm	Write a 4-16 beat rhythm composed using stick rhythm Improvise a three pitch composition using So	*Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing).	*I can compose and layer rhythms, maintaining my own part. *I can represent a picture in sound	I can read and write short rhythm patterns including paired quavers, crotchets, minims and crotchet and minim rests	*I can improvise a rhythm or melodic phrase within a structure *I can compose an accompaniment to a song

improve musicality through listening.		Mi La, or Do Re Me	Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). *Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. *Suggesting and implementing improvements to their own work, using musical vocabulary.		I can compose and notate a piece of music in a small group, rehearse, then perform it to others. I can compose a piece of music using Chrome music lab to accompany a short film. I can think about timbre, tempo, pitch and melody to create the desired effect. I can use known rhythms and note values in compositions.	*I can compose a Group Rhythm piece to perform from a musical score in simple quadruple time. *I can use Chrome Music lab programs to compose music, changing tempo and instruments. *I can compose and write a piece of music in a group within a given structure. *I can incorporate rhythmic variety and interest.
Vocabulary						
	Composer Thinking voice (rhythm)	Stick notation Pulse	Rhythm and pitch Bars	Pentatonic scale	Musical structure A B A Chords	12 Bar Blues Chord structure 4 Chord Pop Songs
Key Texts						
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Progression of Knowledge, Skills and Vocabulary – MUSIC (Performance and musicianship)						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Disciplinary/substantive knowledge - examples						
* To be able to make a pulse action by rocking on the floor moving in time with the music.	*I can take part in a singing performance with my class.	*I can take part in a small group singing performance to my class.	* I can use hand bells to successfully accompany recorded songs. * I can take part in a whole class performance (si	*I can use boom whackers to successfully accompany recorded songs. *I can play an instrument in a whole class performance. * I can perform a rehearsed piece on an instrument in concert.	* In a small group, I can rehearse and perform a short piece which I have composed (rhythm pattern, body percussion, glockenspiel). *I can play an instrument in a whole class performance	*I can perform a Group Rhythm piece from a musical score in simple quadruple time *I can change dynamics and tempo in my own performance. *I can sing and play an instrument in a whole class performance (ukulele).
Vocabulary						
	Ta, Te Te - rhythm names Pulse	Rest, Rhythm, Pitch Ta, Te Te	Improvise Ta, Te Te	Crotchet, quaver, Ta, Te Te	Crotchet, quaver, minim, rest	Crotchet, quaver, minim, semi quaver, minim rest
Key Texts						
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