



Wollaston Primary School - Music Progression

Substantive knowledge

1Year 1 - Identify and describe the differences between high and low sounds, fast and slow tempos, and loud and quiet dynamics.

- Recognise simple rhythmic patterns and basic musical structures (e.g., verse-chorus form).

2Year 2 - Understand the function of the musical elements (pitch, duration, dynamics, tempo, timbre, texture, structure) and how they are used to create different moods and effects.

- Identify and describe the characteristics of a range of musical genres and styles (e.g., folk, classical, pop).

3Year 3 - Describe how musical elements are used together in a piece to create different moods and effects.

- Identify and describe the key features of a range of historical periods and musical traditions.

4Year 4 - Explain how the interrelated dimensions of music are used to create particular effects in a range of musical styles and genres.

- Understand the role of music in different cultures and its influence on the development of music over time.

5Year 5 Analyse how the interrelated dimensions of music are used to create particular effects in a range of musical styles and genres.

Disciplinary Knowledge

- Sing simple songs and rhymes with accurate pitch and rhythm.

- Explore and experiment with a variety of classroom instruments to create simple melodies and rhythms.

- Perform simple pieces, both vocally and instrumentally, with increasing accuracy and expression.

- Create short, simple compositions that demonstrate an understanding of musical elements.

- Perform pieces with increasing technical control, expression, and awareness of ensemble skills.

- Compose simple pieces that demonstrate an understanding of musical structure and the use of musical elements.

- Perform pieces with technical control, expression, and an awareness of their role within an ensemble.

- Compose pieces that demonstrate an understanding of musical structures, the use of musical elements, and the ability to develop musical ideas.

- Perform pieces with technical control, expression, and an awareness of their role within an ensemble, demonstrating an understanding of musical interpretation.

Key Vocabulary

- Pitch, tempo, dynamics, rhythm, melody, instrument

- Musical elements, genre, style, expression

- Ensemble, structure, tradition

- Interrelated dimensions, culture, influence

- Interpretation, context



Substantive knowledge

- Understand the historical and cultural context of the music they study, and how this influences the way the music is created and performed.

(Year 6 - evaluate how the interrelated dimensions of music are used to create particular effects in a range of musical styles and genres.

- Understand the relationship between music and other art forms, and how this can influence the way music is created and perceived.

Disciplinary Knowledge

- Compose pieces that demonstrate an understanding of musical structures, the use of musical elements, and the ability to develop and refine musical ideas.

- Perform pieces with technical control, expression, and an awareness of their role within an ensemble, demonstrating musical interpretation and sensitivity to the work being performed.

- Compose pieces that demonstrate a sophisticated understanding of musical structures, the use of musical elements, and the ability to develop, refine, and extend musical ideas.

Key Vocabulary

- Critique, relationship, perception

This music progression framework aligns with Wollaston Primary School's vision and values by ensuring that the curriculum is tailored for mixed-age classes and includes full coverage. The incremental development of knowledge and skills across the years, as well as the focus on musical understanding, expression, and creativity, supports the school's aim to "include, involve, challenge, and support" its pupils. Additionally, the progression framework addresses the Ofsted feedback by providing opportunities for pupils to deepen their knowledge of different musical styles, genres, and cultural traditions, which will help prepare them for life in modern Britain.