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| **Progression of Skills and Knowledge for Music** |
| **Controlling sounds through singing and playing (performing)** |
| **Singing (KS1- using voices expressively. KS2- singing in unison and two parts)** |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| * Join in with nursery rhymes and ring games.
 | * Use voices in different ways such as speaking, chanting and signing.
 | * Use voices expressively and creatively.
* To sing with the sense of shape of

melody. | * To sing in unison, becoming aware of pitch.
 | * To sing in unison maintaining the correct pitch and using increasing expression.
 | * To sing in unison with clear direction, controlled pitch and sense of phrase.
 | * To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase.
 |
| **Playing tuned and un-tuned instruments** |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| * Explores the different sounds of instruments.
 | * To create and choose sounds.
* To perform simple rhythmical patterns beginning to show an awareness of pulse.
 | * To create and choose sounds or a specific effect.
* To perform rhythmical patterns and accompaniments and keeping a steady

pulse. | * To perform simple rhythmic and musical parts, beginning to vary he pitch with a small range of notes.
 | * To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics.
 | * To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression.
 | * To play and perform with accuracy, fluency, control and expression.
 |
| **Practise, Rehearse and Perform** |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
|  | * To think about others when performing.
 | * To think about others while performing.
 | * To think about others while performing.
 | * To think about others while performing.
 | * To maintain my own part and be aware how the different parts fit together.
 | * To think about the audience when performing and how to create a specific

effect. |
| **Related National****Curriculum Objectives in italics:** | *-Use their voices expressively and creatively by singing sounds and speaking chats and rhymes**-play tuned and un-tuned instruments**musically* | *-play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression* |

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| **Creating and developing musical ideas (composition)** |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| * To make different sounds (high and low

– pitch; loud and quiet – dynamics; fast and slow – tempo; quality of the sound – smooth, crisp, scratchy, rattling, tinkling etc.- timbre). | * To know about and experiment with sounds.
* To recognise and explore how sounds can be organised.
* To identify and organise sounds using simple criteria

e.g. loud, soft, highand low. | * To repeat short rhythmic and melodic patterns.
* To begin to explore, choose and order sounds using

\*interrelated dimensions of music. | * To create simple rhythmical patterns that use a small range of notes.
* To begin to join simple layers of sound e.g. a background rhythm with a solo melody.
 | * To create rhythmical and simple melodic patterns using an increased number of notes.
* To join layers of sounds, thinking about musical dynamics of each layer and understanding the

effect. | * To create increasingly complicated rhythmic and melodic phrases within given structure.
 | * To create and improvise with melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures.
 |
| **Related National Curriculum Objectives in italics:** | *-experiment with , create, select and combine sounds using the interrelated dimensions of music* | -improvise and compose music for a range of purposes using the interrelated dimensions of music |

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| **Responding and Reviewing (Appraising)** |
| **Explore and express ideas and feelings about music** |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| * To listen to songs and say if they like/ do not like them.
 | * To talk about how music makes you feel or want to move.
 | * To respond to different moods in music and discuss how this links to changes in sound.
 | * To explore and comment on the way that sounds can be used expressively.
 | * To recognise and explore the ways sounds can be combined and used expressively and

discuss the effect. | * To describe, compare and evaluate different types of music and beginning to use

musical words. | * To describe, compare and evaluate different types of music using a range of vocabulary

including the \*inter- |

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|  |  |  |  |  |  | related dimensions of music. |
| **Reflect on and improve own and others’ work** |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
|  | * To make simple suggestions on what could make their own work better.
 | * To identify what improvements could be made to own work and make some of these changes, including altering use of voice or choice of instruments.
 | * To comment on the effectiveness of own work identifying and making improvements.
 | * To comment on the effectiveness of own work, identifying and making improvements based on its intended outcome.
 | * To comment on the success of own and others’ work, suggesting improvements based on intended outcomes.
 | * To evaluate the success of own and others’ work, suggesting specific improvements based on intended outcomes and comment on how this could be

achieved. |
| **Related National Curriculum Objectives in italics:** | *-* |  |

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| **Listening and applying knowledge and understanding** |
| **Listen with attention to detail and recall sounds** |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| * Begins to build a repertoire of songs.
 | * To begin to identify simple repeated patterns and follow basic musical instructions.
 | * To identify and recognise repeated patterns and follow a wider range of musical instructions.
 | * To listen with attention and begin to recall familiar sounds.
 | * To listen and recall patterns of sounds with increasing accuracy.
 | * To listen to and recall a range of sounds and patterns of sounds confidently.
 | * To listen to internalise and recall sounds and patterns of sounds with accuracy and

confidence. |

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| **Understanding musical elements: pitch, duration, dynamics, tempo, timbre, texture and silence** |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| * To begin to recognise and make different sounds (high and low – pitch; loud and quiet – dynamics; fast and slow – tempo; quality of the sound – smooth, crisp, scratchy, rattling, tinkling etc.- timbre).
 | * To begin to understand that musical elements can be used to create different moods and effects.
* Recognise changes in
* Dynamics (loud and quiet)
* Tempo (fast and slow)
 | * To understand how musical elements create different moods and effects.
* Recognise changes in
* Timbre (sound quality- smooth, crisp, scratchy, rattling, tinkling etc.)
* Pitch (high and low)
 | * To begin to understand how different musical elements are combined and used to create an effect.
 | * To understand how different music elements are combined and used expressively.
 | * To begin to identify the relationship between sounds and how music can reflect different meanings.
 | * To identify and explore the relationship between sounds and how music can reflect different meanings.
 |
| **Understanding sounds represented by musical notations** |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
|  | * To begin to represent sounds with simple representations such as shapes and marks.
 | * To confidently represent sounds with a range of symbols, shapes or marks.
 | * Know the number of beats in simple notations (minim, crotchet, semibreve, quaver, dotted crotchet, rests).
 | * To understand and begin to use established and invented musical notations to represent music (minim, crotchet, semibreve, quaver, dotted crotchet,

rests). | * To recognise and use a range of musical notations, including staff notation (notes as Year 4).
 | * To use and apply a range musical notations, including staff notation, to plan, revise and refine musical material (adding dotted quavers).
 |
| **History of music****(KS1- how music is used for particular purposes. KS2- how time and place influence the way music is created).** |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |

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|  | * To listen to short, simple pieces of music and talk about when and why they may hear it. E.g. a lullaby or a Wedding song.
 | * To listen to pieces of music and discuss where and when they may be heard explaining using simple music vocabulary. E.g. It’s quiet and smooth so it would be good for a lullaby.
 | * To listen to and begin to respond to music drawn from different traditions and great composers and musicians.
 | * To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.
 | * To listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how much music may have changed over time.
 | * To develop an understanding of the history of music from different, cultures, traditions, composers and musicians, evaluating how venue, occasion and purpose effects the way that music is created and

performed. |
| **Related National Curriculum Objectives in italics:** | *-listen with concentration and understanding to a range of high-quality live and recorded music* | *-listen with attention to detail and recall sounds with increasing aural memory**-appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composes and musicians**-use and understand staff and other musical notations**-develop an understanding of the history of music* |