

## Mrs Ethelston's Primary - Music Progression of knowledge and skills

### National Curriculum

Key stage 1 Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key stage 2 Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music.

	Nursery	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen and appraise	<p>Use drawing to represent ideas like movement or loud noises.</p> <p>Listen with increased attention to sounds, <i>e.g. listening whilst painting or drawing, or whilst moving.</i></p> <p>Respond to what they have heard,</p>	<p>To know twenty nursery rhymes off by heart</p> <p>To know the stories of some of the nursery rhymes</p> <p>To learn that music can touch your feelings</p> <p>To enjoy moving to music</p>	<p>To know 5 songs off by heart and to know what the songs are about</p> <p>To know and recognise the sound and names of some of the instruments they use</p> <p>To learn how they can enjoy moving to music</p>	<p>To know some songs have a chorus or a response/answer part</p> <p>To know that songs have a musical style</p> <p>To learn how songs can tell a story or describe an idea</p>	<p>To know five songs from memory and who sang them or wrote them</p> <p>To choose one song and be able to talk about its lyrics and what the song is about</p> <p>To name any musical dimensions featured in the</p>	<p>To know the style of the five songs</p> <p>To choose one song and be able to talk about some of the style indicators of that song (musical characteristics that give the song its style)</p> <p>To discuss the effectiveness of</p>	<p>To know when songs were written</p> <p>To know the style of the five songs and to name other songs from in those styles</p> <p>To choose two or three other songs and be able to talk about some of the style</p>	<p>To know why specific songs were written</p> <p>To choose three or four other songs and be able to talk about style indicators, lyrics and any musical dimensions featured in the songs and where they are used (texture, dynamics,</p>

	<p>expressing their thoughts and feelings. (E.g. listening whilst painting or drawing, or whilst moving).</p> <p><i>Invite artists, musicians and craftspeople into the setting, to widen the range of ideas which children can draw on, (EAD).</i></p>	<p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses,</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions</p> <p><i>Invite musicians in to play to children and talk about it.</i> Understand how to listen carefully and why listening is important, (C and L).</p>			<p>song (texture, dynamics, tempo, rhythm and pitch)</p> <p>Identify the main sections of the song (introduction, verse, chorus etc.)</p> <p>Name some of the instruments they heard in the song</p> <p>To confidently identify and move to the pulse</p> <p>To think about what the words of a song mean</p> <p>To take it in turn to discuss how the song makes them feel</p> <p>To listen carefully and respectfully to other people's thoughts about the music</p>	<p>any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch)</p> <p>To talk about the musical dimensions working together in the songs eg if the song gets louder in the chorus (dynamics)</p> <p>To use musical words when appraising</p>	<p>indicators of the songs (musical characteristics that give the songs their style)</p> <p>Identify the main sections of the songs (intro, verse, chorus etc.)</p> <p>Name some of the instruments they heard in the songs</p> <p>To identify and move to the pulse with ease</p> <p>To think about the message of songs</p> <p>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences</p> <p>Talk about the music and how it makes you feel.</p>	<p>tempo, rhythm, pitch and timbre)</p> <p>Discuss the historical context of the songs. What else was going on at this time, musically and historically?</p> <p>Talk about the music and how it makes you feel, using musical language to describe the music.</p>
Sing and play	<p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p>	<p>To sing or rap nursery rhymes and simple songs from memory</p> <p>To know songs have sections</p>	<p>To confidently sing or rap five songs from memory and in unison</p> <p>Learn about voices, singing</p>	<p>To confidently know and sing five songs from memory</p> <p>To know that unison is everyone</p>	<p>To know singing in a group can be called a choir</p> <p>To know a the leader or conductor is a person who the</p>	<p>To understand the importance of singing as part of an ensemble - that you must listen to each other</p>	<p>To know and confidently sing five songs and their parts from memory</p> <p>To choose a song and be able to talk</p>	<p>To know and confidently sing five songs and their parts from memory, and with a strong internal pulse</p>

	<p>Sing a large repertoire of songs, (C and L).</p> <p>Create their own songs or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas</p>	<p>To sing along with a pre-recorded song and add actions</p> <p>To sing along with the backing track</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Offer opportunities to sing songs and join in with rhymes and poems about the natural world (UW)</p> <p>Learn rhymes, poems and songs (C and L).</p>	<p>notes of different pitches (high and low) Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm</p> <p>Learn to start and stop singing when following a leader</p> <p>Learn the names of the instruments they are playing</p> <p>Treat instruments carefully and with respect</p> <p>Play a tuned instrumental part with the song they perform</p>	<p>singing at the same time</p> <p>Learn to find a comfortable singing position</p> <p>Learn the names of the notes in their instrumental part from memory or when written down</p> <p>Know the names of untuned percussion instruments played in class</p> <p>Play a musical part in time with the steady pulse</p> <p>Listen to and follow musical instructions from a leader</p>	<p>choir or group follow</p> <p>To understand songs can make you feel different things e.g. happy, energetic or sad</p> <p>To sing as part of an ensemble</p> <p>To know why you must warm up your voice</p> <p>To sing in unison and in simple two-parts</p> <p>To explore singing solo</p> <p>To sing with awareness of being 'in tune'</p> <p>To have an awareness of the pulse internally when singing</p> <p>To rehearse and perform their part</p>	<p>To understand how a solo singer makes a thinner texture than a large group</p> <p>To demonstrate a good singing posture</p> <p>To rejoin the song if lost</p> <p>To listen to the group when singing</p> <p>To know and be able to talk about the instruments used in class and other instruments they might play or be played in a band or orchestra</p> <p>To experience leading the playing by making sure everyone plays in the playing section of the song</p>	<p>about its main features</p> <p>To know what the song is about and the meaning of the lyrics</p> <p>To know and explain the importance of warming up your voice</p> <p>To sing in unison and to sing backing vocals</p> <p>To listen to each other and be aware of how you fit into the group</p> <p>To know and be able to talk about different ways of writing music down – e.g. staff notation, symbols</p> <p>The recognise notes C, D, E, F, G, A, B + C on the treble stave</p> <p>To lead a rehearsal session</p>	<p>To know about the style of the songs so you can represent the feeling and context to your audience</p> <p>Select and learn an instrumental part that matches their musical challenge, one-note, simple or medium part or the melody of the song from memory or using notation</p>
Improvise and composition	Create their own songs or improvise a song around one they know.	Explore and engage in music making and dance,	To know that Improvisation is about making up your own tunes on the	To know that everyone can improvise, and you can use one or two notes	To know and be able to talk about improvisation	To know and use some of the riffs you have explored	To know three well-known improvising musicians	To know a composition has pulse, rhythm and pitch that work together

	<p>Create their own songs or improvise a song around one they know.</p> <p>Engage children in following and inventing movement and music patterns, such as clap, clap, stamp, (Maths).</p>	<p>performing solo or in groups.</p>	<p>spot and understand it has not been heard before</p> <p>To listen and clap back the rhythm</p> <p>To use voices and instruments, listen and sing back, then listen and play your own answer</p> <p>To know composing is like writing a story with music</p>	<p>To listen and clap back your own answer</p> <p>To work together to create three simple melodies using one, three or five different notes</p> <p>Learn how the notes of the composition can be written down and changed if necessary</p>	<p>To know that using one or two notes confidently is better than using five</p> <p>To know that if you improvise using the notes you are given, you cannot make a mistake</p>	<p>To know and be able to talk about how a composition is music that is created by you and kept in some way</p> <p>Learn different ways of recording compositions (letter names, symbols, audio etc.)</p> <p>Help create at least one simple melody using one, three or all five different notes</p> <p>Plan and create a section of music</p>	<p>To understand a composition has pulse, rhythm and pitch that work together</p> <p>Create simple melodies using up to five different notes and simple rhythms</p> <p>Record the composition</p>	<p>and are shaped by tempo, dynamics, texture and structure</p> <p>To understand musical notation and recognise the connection between sound and symbol</p> <p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the composition</p> <p>Explain the keynote or home note and the structure of the melody</p> <p>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g.</p>
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								graphic/pictorial notation).
Perform	<p><i>Record children's pieces, play the pieces back to the children and include them in your repertoire of music played in the setting.</i></p> <p><i>Play, share and perform a wide variety of music and songs from different cultures and historical periods), EAD.</i></p>	<p>To know a performance is sharing music</p> <p>To perform any of the nursery rhymes or songs by singing and adding actions or dance</p> <p>Explore and engage in music making and dance, performing solo or in groups. EAD, P.126.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>	<p>To know a performance is sharing music with other people, called an audience</p> <p>To perform a song that has been learnt</p> <p>To record the performance and say how they were feeling about it</p>	<p>To know a performance can be a special occasion and involve a class, a year group or a whole school</p> <p>To understand an audience can include your parents and friends</p> <p>Record the performance and discuss it</p>	<p>To understand a performance is planned and rehearsed</p> <p>To sing or rap the words clearly and play with confidence</p> <p>To know a performance can be a special occasion and involve an audience including of people you don't know</p> <p>To talk about the best place to be when performing and how to stand or sit</p> <p>To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p>	<p>To know a performance is planned and different for each occasion</p> <p>To recognise it involves communicating feelings, thoughts and ideas about the song/music</p> <p>To choose what to perform and create a programme</p> <p>To present a musical performance designed to capture the audience</p> <p>To communicate the meaning of the words and clearly articulate them</p>	<p>To carefully choose what to perform and create a programme for an intended audience</p> <p>To talk about the venue and how to use it to best effect</p> <p>To record the performance and compare it to a previous performance</p>	<p>To choose what to perform and create a programme for a specific audience</p> <p>To communicate the meaning of the words and clearly articulate them with good diction</p> <p>To record the performance and critically review it using musical terminology</p>
Musical elements			<p>Identify high and low, long and short sounds in the environment</p> <p>Identify loud and soft, fast and</p>	<p>Recognise and reproduce high and low sounds and long and short sounds</p> <p>Recognise and reproduce loud</p>	<p>Compare and contrast sounds according to pitch and duration</p> <p>Compare and contrast sounds</p>	<p>Explore combinations or clusters based on pentatonic scales, e.g. C-CDEGA</p>	<p>Explore and use simple eight note scales, e.g. C to C or five note pentatonic scales.</p>	<p>Create and perform musical pieces containing more than one pentatonic scale</p>

			<p>slow sounds in the environment</p> <p>Listen to and repeat simple patterns of sounds</p> <p>Use everyday language to describe to sounds</p> <p>Establish a steady beat - pulse</p>	<p>and soft sounds and fast and slow sounds</p> <p>Explore similarities and difference between contrasting musical elements</p> <p>Use simple musical vocabulary to describe sounds.</p> <p>Develop an awareness of songs with repeated phrases and rounds</p>	<p>according to dynamics and tempo</p> <p>Explore the effect of silence in music</p> <p>Use a cyclical pattern (fixed number of beats repeated continuously)</p> <p>Use simple musical vocabulary to describe both sounds and the way they are produced</p>	<p>Improvise a repeated pattern (Ostinato)</p> <p>Understand what notation is in music</p> <p>Recognise differences in dynamic levels, e.g. soft, loud etc</p> <p>Gain awareness that the top number of a time signature denotes the number of beats in each bar, the metre</p> <p>Create and perform linear and cyclical patterns</p> <p>Listen to, discuss and analyse simple songs with verse and chorus, and Rondo</p>	<p>Create and use three note chords, e.g. CEG, (root, third, fifth).</p> <p>Learn and use notation</p> <p>Recognise features such as crescendo, diminuendo</p> <p>Identify and create more complex patterns, maintaining own part</p> <p>Recognise the difference between unison and harmony</p>	<p>Create an accompaniment using a range of repeating chords</p> <p>Use knowledge of notation to depict rhythmic phrases and patterns</p> <p>Recognise a range of dynamic features including, accents, sfz etc.</p> <p>Invent a complex cyclical pattern using beats and patterns of different lengths</p> <p>Explore complex structures containing more than one melody</p> <p>Listen to, discuss and analyse a wider genre of music</p>
Vocabulary		<p>Instrument Beat Sing Unison Perform Audience</p> <p><b>Learn new vocabulary,</b> e.g. 'percussion',</p>	<p>Pulse, rhythm, pitch, rap, improvise, compose, melody, perform, singers, percussion, audience,</p>	<p>rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/perform ance, audience, chorus</p>	<p>Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, lyrics, ensemble</p>	<p>improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody,</p>	<p>Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, syncopation, structure, note values, note</p>	<p>style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of</p>

		'tambourine'. Discuss which category the word is in, e.g. bells, shakers.				solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, by ear, notation, backing vocal, percussion, orchestra	names, pulse, rhythm, solo, ballad, verse, interlude, melody, cover, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, harmony,	music,improvise /improvisation, by ear, melody, riff, solo, ostinato, phrases, unison
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