



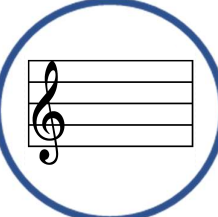



Music – Progression of Knowledge and Skills

KEY CONCEPTS	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Disciplinary (Skills)							
Performing 	<ul style="list-style-type: none"> Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and (when appropriate) try to move in time with music. 	<ul style="list-style-type: none"> Use their voices expressively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments. Rehearse and perform with others (for example, starting and finishing together, keeping to a steady pulse). 	<ul style="list-style-type: none"> Use their voices expressively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments. Rehearse and perform with others (for example, starting and finishing together, keeping to a steady pulse). 	<ul style="list-style-type: none"> Sing songs, speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression. Play tuned and untuned instruments with control and rhythmic accuracy. Practise, rehearse and present performances with an awareness of the audience. 	<ul style="list-style-type: none"> Sing songs, speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression. Play tuned and untuned instruments with control and rhythmic accuracy. Practise, rehearse and present performances with an awareness of the audience. 	<ul style="list-style-type: none"> Play tuned and untuned instruments with control and rhythmic accuracy. Practise, rehearse and present performances with an awareness of the audience. 	<ul style="list-style-type: none"> Sing songs, speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression. Practise, rehearse and present performances with an awareness of the audience.
Listening 	<ul style="list-style-type: none"> Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. 	<ul style="list-style-type: none"> To listen with concentration to a range of high quality live and recorded music and to internalise and recall sounds with increasing aural memory. Experience how sounds can be made in different ways (for example, vocalising, clapping, by musical instruments, in the environment) and described using given and invented signs and symbols. 	<ul style="list-style-type: none"> Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures (for example, beginning, middle, end). Know how music is used for particular purposes (for example, for dance, as a lullaby). 	<ul style="list-style-type: none"> Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory. Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures (for example, ostinato) and used to communicate different moods and effects. 	<ul style="list-style-type: none"> Experience how music is produced in different ways (for example, through the use of different resources, including ICT) and described through relevant established and invented notations. Know how time and place can influence the way music is created, performed and heard (for example, the effect of occasion and venue). 	<ul style="list-style-type: none"> Experience how music is produced in different ways and described through relevant established and invented notations. Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory. Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures. 	<ul style="list-style-type: none"> Know how time and place can influence the way music is created, performed and heard (for example, the effect of occasion and venue). Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory. Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures.




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<p>Creating</p> 	<ul style="list-style-type: none"> ▪ Create their own songs or improvise a song around one they know. ▪ Play instruments with increasing control to express their feelings and ideas. 	<ul style="list-style-type: none"> ▪ Experiment with & create musical patterns. ▪ Explore, choose and organise sounds and musical ideas. 	<ul style="list-style-type: none"> ▪ Explore and express their ideas and feelings about music using movement, dance and expressive and musical language. ▪ Make improvements to their own work. 	<ul style="list-style-type: none"> ▪ Improvise and develop rhythmic and melodic material when performing. ▪ Explore, choose, combine and organize musical ideas within musical structures. 	<ul style="list-style-type: none"> ▪ Improvise and develop rhythmic and melodic material when performing. ▪ Explore, choose, combine and organize musical ideas within musical structures. 	<ul style="list-style-type: none"> ▪ Improvise and develop rhythmic and melodic material when performing. ▪ Explore, choose, combine and organise musical ideas within musical structures. 	<ul style="list-style-type: none"> ▪ Improvise and develop rhythmic and melodic material when performing. ▪ Explore, choose, combine and organise musical ideas within musical structures.
<p>Musical Elements</p> 		<ul style="list-style-type: none"> ▪ Understand the form of cumulative (<i>a song with a simple melody that changes each verse e.g. 'The Wheels on the Bus', '12 Days of Christmas'</i>) songs. ▪ Recognise the difference between singing and speaking. ▪ Recognise the difference between wood, metal, skin (<i>drum</i>) and 'shaker' sounds. ▪ Match selected sounds with their pictured source. ▪ Identify the differences between fast and slow tempos. ▪ Differentiate between loud sounds, quiet sounds and silence. ▪ Identify high and low sounds. ▪ Respond to sounds of different duration. ▪ Copy simple patterns of sound of long and short duration. ▪ Recognise the difference between steady beat and no beat. 	<ul style="list-style-type: none"> ▪ Recognise that sections of a piece of music sound the same or different. ▪ Recognise that a song is with or without accompaniment. ▪ Explore the different kinds of sound that my singing and speaking voice can make. ▪ Identify different voices by their vocal qualities. ▪ Use sound words or phrases to describe sounds and the ways in which they are produced. ▪ Identify the tempo of music as fast, moderate, slow, getting faster or getting slower. ▪ Differentiate between loud sounds, quiet sounds and silence. ▪ Identify high and low sounds. ▪ Recognise the difference between long and short sounds. ▪ Copy simple patterns of sound of long and short duration. ▪ Identify similar rhythmic patterns. 	<ul style="list-style-type: none"> ▪ Identify the differences between fast and slow tempos. ▪ Recognise the difference between unison (<i>one same pitched sound</i>) and harmony (<i>various pitched sounds at the same time</i>). ▪ Recognise call and response form. ▪ Recognise differences in dynamic levels. ▪ Respond to changes in the speed of the beat. ▪ Use instruments to keep a steady beat. ▪ Determine upwards and downwards direction in listening, performing and moving. ▪ Perform simple melody patterns. 	<ul style="list-style-type: none"> ▪ Identify the tempo of music as fast, moderate, slow, getting faster or getting slower. ▪ Recognise the difference between unison (<i>one same pitched sound</i>) and harmony (<i>various pitched sounds at the same time</i>). ▪ Recognise call and response form. ▪ Differentiate between the contrasting sections of a song. ▪ Recognise differences in dynamic levels. ▪ Respond to the strong beats whilst singing. ▪ Hold a beat against another part. ▪ Recognise and imitate melody patterns in echoes. ▪ Show the overall contour of melodies as moving upwards, downwards or staying the same. ▪ Determine movement by step, by leaps or by repeats. 	<ul style="list-style-type: none"> ▪ Identify short phrases and long phrases. ▪ Improvise a melody. ▪ Indicate strong and weak beats through movements. ▪ Recognise a metre (<i>the way beats are grouped</i>) of 3 or 4. ▪ Recognise a change in metre. ▪ Recognise crescendo (<i>gradually getting louder</i>) and diminuendo (<i>grad. getting quieter</i>). ▪ Identify the differences between fast and slow tempos. ▪ Identify groupings of instruments – e.g. strings, woodwind, orchestra, and rock band. ▪ Understand the process by which a round (<i>one melody, sung/played by groups starting at different times e.g. 'London's Burning'</i>) works. ▪ Identify binary and ternary form when listening. 	<ul style="list-style-type: none"> ▪ Identify the prominent melody patterns in a piece of music. ▪ Improvise a melodic pattern. ▪ Perform rhythmic patterns and ostinati (<i>repeated melody lines</i>). ▪ Assess the appropriateness of dynamic choices such as accents (<i>sudden loud notes, or sudden quiet notes</i>). ▪ Identify the tempo of music as fast, moderate, slow, getting faster or getting slower. ▪ Recognise the instruments heard in a piece of music. ▪ Show how rounds and canons (<i>more than one melody line, sung/played on top of each other by groups starting at different times e.g. 'Pachelbel's Canon'</i>) are constructed. ▪ Identify binary and ternary form when listening.



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Substantive (Knowledge)

<p>Knowledge and Understanding</p> 		<ul style="list-style-type: none"> ▪ Analyse and compare sounds. ▪ Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary. ▪ Improve their own and others' work in relation to its intended effect. 	<ul style="list-style-type: none"> ▪ Improve their own and others' work in relation to its intended effect. ▪ Use and understand staff and other musical notations. ▪ Develop an understanding of the history of music. 	<ul style="list-style-type: none"> ▪ Develop an understanding of the history of music. ▪ Improve their own and others' work in relation to its intended effect. ▪ Use and understand staff and other musical notations. ▪ Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary. 	<ul style="list-style-type: none"> ▪ Develop an understanding of the history of music. ▪ Improve their own and others' work in relation to its intended effect. ▪ Analyse and compare sounds.
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