

MUSIC

KNOWLEDGE AND SKILLS PROGRESSION



PERFORMING - SINGING (KS1), PLAYING AN INSTRUMENT (KS1) & PERFORMING (KS2)

KS1 SINGING: Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes

KS1 PLAYING AN INSTRUMENT: Pupils should be taught to play tuned and untuned instruments musically

KS2 PERFORMING: 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

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<u>SINGING</u> make different sounds with voice and with instruments follow instructions about when to play and sing <u>PLAYING AN INSTRUMENT</u> use instruments to perform and choose sounds to represent different things	<u>SINGING</u> sing or clap increasing and decreasing tempo perform simple patterns and accompaniments, keeping a steady pulse find the singing voice within a small range of notes <u>PLAYING AN INSTRUMENT</u> play simple rhythmic patterns on an instrument respond to signals to play and stop.	play clear notes and simple rhythms on instruments Sing melodies accurately within a small range of pitches	sing songs from memory with accurate pitch over an increasing range of pitches	maintain own part whilst others are performing their part	sing in harmony confidently and accurately perform parts from memory take the lead in a performance

COMPOSING – CREATING OWN MUSIC (KS1) & COMPOSING (KS2)

KS1 CREATING OWN MUSIC: Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music

KS2 COMPOSING - Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
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clap and repeat short rhythmic and melodic patterns	order sounds to create a beginning, middle and an end	Use familiar rhythmic or melodic phrases to improvise	use notation (graphic or stick notation) to record compositions in a small group or individually	compose music which meets specific criteria choose the most appropriate tempo for a piece of music	use a variety of different musical devices in composition (including melody and rhythm)
Improvise short phrases in known songs, e.g. by changing key words.	use known phrases to improvise and create simple compositions.	combine different sounds to create a specific mood or feeling			Use rhythm solfa to record ideas
make a sequence of sounds and respond to different moods in music					

LISTENING – LISTENING AND APPRECIATING (KS1) & LISTENING (KS2)

KS1 LISTENING AND APPRECIATING: Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music

KS2 LISTENING: Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
listen to and describe music, using language such as louder/quieter and faster/slower	listen to and describe music, using louder/quieter, higher/lower pitch, and demonstrating the pulse through actions	listen carefully and recognise different elements in a piece of music, including pitch, dynamics and tempo Maintain the correct starting pitch after listening to a phrase	explain why silence is often needed in music and explain what effect it has Maintain pitch in phrases when using the thinking voice	Recognise and compare phrases in a piece of music	accurately recall a part of the music listened to and discuss the musical elements used (including phrase, pitch, tempo and dynamics)

USE AND UNDERSTAND

Pupils should be taught to use and understand staff and other musical notations

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
		Use rhythm names to perform simple rhythmic phrases (ta, te-te and rest)	Use soh and me to perform simple melodic phrases. Use rhythm names to perform simple rhythmic phrases (ta, te-te and rest)	Use stick notation to record rhythm phrases (ta, te-te and rest) Read and perform the pitches soh, lah and me	Read and record simple phrases using rhythm solfa (including ta, te-te, rest and ta-a minim)

				written as words beneath stick notation	
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APPRECIATE

KS1: Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music

KS2: Pupils should be taught to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
say what they like or dislike about a piece of music	make connections between notations and musical sounds	<p>use musical words to describe a piece of music and compositions</p> <p>use musical words to describe what they like and do not like about a piece of music</p>	identify and describe how a given musical element progresses during the course of a piece of music (e.g. changes in tempo or dynamic)	Listen with a focus and describe the musical elements in a piece of music	describe, compare and evaluate music using musical vocabulary

HISTORY OF MUSIC

Pupils should be taught to develop an understanding of the history of music

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
		recognise the work of at least one famous composer	Listen to and discuss works by famous composers and learn which period of history they were from	contrast the work of a famous composer with another and explain preferences	Find out some of the ways that music has changed over time (for example by the invention of new instruments)