



# Music - Progression of Knowledge and Skills 2019



National Curriculum Objectives	Music	
<b>EYFS:</b>	<b>RECEPTION</b>	
<p><b>EYFS:</b> To sing songs, make music and dance, and experiment with ways of changing them. To express their own ideas, thoughts and feelings through music.</p>	<p>To use my voices in different ways for speaking To use my voices in different ways for singing To use my voices in different ways for chanting. To perform simple vocal patterns eg ha-ha, he-he, ooh-ooh, ah-ah. To repeat short rhythmic and melodic patterns eg. clapping games and playground songs and rhymes To explore a range of untuned instruments To play a range untuned instruments as they were intended to be used. * To describe whether a piece of music is fast or slow, loud or quiet. * To say if a piece of music is happy or sad. To choose the most appropriate sound to match a theme (such as an animal, weather or event) when given a choice To select instruments based on the appropriate sounds for the intended purpose. * To put two or more sounds into a sequence and repeat them. * To recognise the beat and mood in pieces I play or create. To begin to sing and chant as part of a group To sing along to a piece of music. To keep to a steady pulse. To explore how sounds can be changed eg holding a triangle by the string instead of with your hand. To recognise obvious changes in sounds To take account of musical instructions (e.g. get faster or louder) To say what I like about a piece of music that I have listened to, watched or taken part in.</p>	
<b>KEY STAGE 1:</b>	<b>YEAR 1</b>	<b>YEAR 2</b>
<p>To use their voices expressively and creatively by singing songs and speaking chants and rhymes. To play tuned and untuned instruments musically. To listen with concentration and understanding to a range of high-quality live and recorded music. To experiment with, create, select and combine sounds using the interrelated dimensions of music. (duration, dynamics, tempo,</p>	<p><b>Performing</b> To sing and chant as part of a group and on my own To sing with and without accompaniment. To sing with a sense of the shape of the melody and pitch To start and finish performing together realizing the need for silence before and afterwards. To sing at a higher and lower pitch when singing with and without accompaniment. To sing with a sense of the shape of the melody. To perform with awareness of others and realizing that some songs need to be sung softly and others loudly. To begin to follow instructions on how and when to sing</p>	<p><b>Performing</b> To sing in tune with the class changing pitch, volume and duration in time with the melody. To show awareness of the structure of a piece of music (e.g repetition) To sing songs that help me with my learning about a particular topic and use these to expand my knowledge. To sing a wide range of songs, rhymes and styles clearly, with expression and enthusiasm to different audiences. To sing in parts and rounds, maintaining awareness of what others are doing. To create a mixture of different sounds with voices (long and short, loud and quiet, high and low).</p>

Autumn Term skills

Spring Term

Summer Term

Continuous Provision

If learning skills overlap, put an asterisk in the colour of the next term.



### Music - Progression of Knowledge and Skills 2019



<p>timbre, texture, structure and musical notation)</p>	<p>To begin to follow instructions on how to play an instrument          To begin to follow instructions for when to play an instrument          To explore making longer and shorter sounds using percussion instruments          To explore making louder and quieter sounds using percussion instruments          To explore making a sound faster and slower using a percussion instrument          To perform as part of a group using percussion instruments to repeat simple patterns.</p>	<p>To identify the tempo in a piece of music.          To identify the pitch in a piece of music.          To create different sounds when performing simple patterns using the same instrument          To combine the elements of duration, volume and speed when playing percussion instruments.          To improve the quality of sound using the above elements when working individually.          To improve the quality of sound using the above elements when working in a small group.          To work as a class to create sounds          To work in a group to create sounds using percussion instruments          To working on my own to create sounds using percussion instruments.</p> <p>*Ocarina (1 class per term)          To follow pictorial notation to play 3 or more notes on the ocarina.</p>
	<p><b>Listening/ Evaluating</b>          To listen to a range of stimuli, expressing opinion and noting mood and simple musical elements such as loud and soft or fast and slow. (Volume, pitch, tempo) *          To name some of the instruments that I to hear.          To recognise the change in volume, pitch and tempo when listening to a piece of music.          To listen to certain pieces of music and describe some of the pictures and images this creates in my imagination.          To analyze my performance, discussing what I liked about it and what I feel I could improve.          To go back and improve my own work.</p>	<p><b>Listening/ Evaluating</b>          To identify the impact of musical elements in music (timbre, pitch, dynamics)*          To hear differences in music from other cultures when compared and contrasted to that of my own. *          To discuss how a particular piece of music makes me feel and compare it to another piece of music I might have heard.          To listen to a range of stimuli noticing many of the key elements, such as beat, rhythm, pitch, dynamics, volume, tempo and duration naming the different instruments heard.          To recognise how the musical elements can be used to create different moods and effects and communicate ideas.</p> <p>To discuss how a particular piece of music makes me feel and compare it to another piece of music I might have heard.          To discuss what I was aiming to do and to what extent I achieved my aim</p>
	<p><b>Composing / Improvising</b>          To begin to recognise repetition when listening to music of others.          To experiment with a range of ways to create sounds using the same instrument (scraping, tapping, shaking etc.)          To respond using instruments to given starting points such as an animal or character.</p>	<p><b>Composing / Improvising</b>          To experiment with a range of ways to create sounds using the same instrument (scraping, tapping, shaking etc.)          To know what texture means in music.          To experiment with percussion instruments to create texture when working in a group.</p>

Autumn Term skills

Spring Term

Summer Term

Continuous Provision

If learning skills overlap, put an asterisk in the colour of the next term.



### Music - Progression of Knowledge and Skills 2019



	<p>To compose simple musical patterns</p> <p>To combine simple musical elements to create a piece of music based around a simple theme and to a simple criteria (e.g. A storm)</p> <p>To compose simple musical patterns using tuned and untuned instruments</p> <p>To work cooperatively percussion instruments as part of a group to perform a short sequence.</p> <p>To combine simple musical elements (volume, beat and pitch) to create a piece of music based around a simple theme (e.g. A storm)</p>	<p>To create and choose sounds in response to given starting points (e.g a storm or a story)</p> <p>To order sounds within simple structures such as beginning, middle and end.</p> <p>To represent sounds with symbols.</p> <p>To devise my own musical sequences, taking into account speed, volume and beat and represent these with my own notation.</p>
<b>KEY STAGE 2:</b>	<b>YEAR 3</b>	<b>YEAR 4</b>
<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>- improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>- listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations</li> <li>- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>- develop an understanding of the history of music.</li> </ul>	<p><b>Using voices</b></p> <p>To sing from memory</p> <p>To sing songs in a variety of styles with confidence</p> <p>To show increasing accuracy of pitch</p> <p>To chant or sing a round in two parts</p> <p>To maintain a simple part within a group</p> <p>To pronounce words within a song clearly</p>	<p><b>Using voices</b></p> <p>To sing from memory with accurate pitch</p> <p>To sing songs showing musical expression (phrasing, changes of tempi, dynamics; reflecting the mood and character of the song and its context)</p> <p>To sing two/three part rounds with more confidence and increasing pitch accuracy</p> <p>To show control of voice</p>
	<p><b>Using instruments</b></p> <p>To keep a steady beat on an instrument individually</p> <p>To keep a steady beat on an instrument in a group, being aware of others playing</p> <p>To play using symbols including graphic and/ or simple graphic notation</p> <p>To perform with an awareness of others</p> <p>To play notes on the recorder with care so that they are clear</p>	<p><b>Using instruments</b></p> <p>To use tuned and/or untuned percussion instruments</p> <p>To play with increasing confidence to accompany songs</p> <p>To perform an instrument in unison with others in an ensemble</p>
	<p><b>To explore</b></p> <p>To explore Longer – shorter / faster – slower / higher – lower / louder – quieter sounds on instruments and using voices</p> <p>To recognise graphic symbols to represent sound</p> <p>To recognise traditional notation symbols to represent sound</p> <p>To know that difference symbols represent different beats</p> <p>To explore the sounds of different instruments and how they can represent different pictures/stories/ moods</p>	<p><b>To explore</b></p> <p>To explore sounds to create particular effects (timbre)</p> <p>To explore music that describes feelings or moods using different dynamics, tempi, timbres etc.</p> <p>To combine and control sounds to achieve a desired effect</p> <p>To recognise the notes EGBDF and FACE on the musical stave</p> <p>To recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</p>
	<p><b>To compose</b></p> <p>To compose music that tells a story, paints a picture or creates a mood</p> <p>To create a repeated pattern with tuned instruments (2 or 3 notes)</p>	<p><b>To compose</b></p> <p>To compose melodic songs that have a recognisable structure (beginning, middle and end)</p> <p>To create a repeated pattern with tuned instruments</p>

Autumn Term skills

Spring Term

Summer Term

Continuous Provision

If learning skills overlap, put an asterisk in the colour of the next term.



### Music - Progression of Knowledge and Skills 2019



	<p><b>Listen, reflect and appraise</b>          To listen with concentration to longer pieces/ extracts of live and recorded music          To recognise some familiar instrumental sounds in recorded music (piano, violin, guitar, drums etc.)          To discuss the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.          To evaluate music using musical vocabulary to identify areas of likes and dislikes.</p>	<p><b>Listen, reflect and appraise</b>          To recognise aurally the range of percussion using in school and some orchestral instruments taught in school          To recognise music from different times and countries          To confidently use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</p>	
<b>YEAR 5</b>		<b>YEAR 6</b>	
	<p><b>Using voices</b>          To sing songs in a wide variety of styles, demonstrating some accuracy and expression          To sing from memory with confidence          To perform as part of an ensemble          To know what a harmony is          To begin to sing in harmony          To demonstrate awareness of how breathing affects singing          To sustain a drone or a melodic ostinato to accompany singing.</p>	<p><b>Using voices</b>          To perform a solo with increasing accuracy, fluency, control and expression          To Sing a harmony part confidently and accurately          To perform with controlled breathing          To use drones when performing as part of a group          To use melodic ostinati (based on the pentatonic scale).</p>	
	<p><b>Using instruments</b>          To play a range of percussion and/ or orchestral instruments with increasing confidence and ability          To play from memory          To perform as part of an ensemble</p>	<p><b>Using Instruments</b>          To read from conventional or graphic notation          To play from conventional or graphic notation          To play from memory with confidence          To perform a solo with increasing accuracy, fluency, control and expression</p>	
	<p><b>To explore</b>          To explore conventional and graphic notation to record simple rhythmic/ melodic compositions          To explore the importance of a good melody vs lyrics eg Gangnam Style</p>	<p><b>To explore</b>          To improvise in a variety of styles eg. (Topic dependent) Jazz, classical, rock, rap, blues, hip hop</p>	
	<p><b>To compose</b>          To create rhythmic patterns showing some awareness of timbre and duration          To create a song using an instrument          To create a song using voices</p>	<p><b>To compose</b>          Using a range of symbols (conventional or graphic) to record compositions          To create a song including verse and chorus using percussion          To create a song including verse and chorus using tuned instruments</p>	

Autumn Term skills

Spring Term

Summer Term

Continuous Provision

If learning skills overlap, put an asterisk in the colour of the next term.



# Music - Progression of Knowledge and Skills 2019



	<p>To create lyrics</p>	<p>To create a song including verse and chorus using their voices          To write lyrics          To combine the percussion, tuned instruments and lyrics          To create rhythmic patterns demonstrating their knowledge of timbre and duration  <b>To use digital technologies to compose</b>  <b>To use digital technologies to edit music</b>  <b>To use digital technologies to refine pieces</b></p>
	<p><b>Listen, reflect and appraise</b>          To listen to rhythmic patterns, identifying timbre and duration          To recognise and talk about specific styles/ traditions of music with a growing awareness of the musical differences and similarities          To recognise music from different times and countries identifying key elements that give it its unique sound          To talk about music I hear using musical terms: eg:          • pitch • dynamics • tempo • timbre • texture • lyrics and melody • sense of occasion • expressive</p>	<p><b>Listen, reflect and appraise</b>          To distinguish differences in timbre and texture between a wide variety of instruments and instrumentation          To recognise and identify features of expression (different dynamics, metre and tempi)          To compare music from different countries/ times and discuss any similarities and differences          To use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions and cultures          To talk about music I hear using musical terms: eg:          • solo • rounds • harmonies • accompaniments • drones • cyclic patterns • combination of musical elements • cultural context          To describe how lyrics often reflect the cultural context of music and have social meaning.</p>

Autumn Term skills

Spring Term

Summer Term

Continuous Provision

If learning skills overlap, put an asterisk in the colour of the next term.