



Music - Progression of Knowledge and Skills



National Curriculum Objectives	Music	
EYFS:	RECEPTION	
<p>EYFS: 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>	
<p>EYFS 2021 ELG – Being Imaginative and Expressive Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<p>To use my voice in different ways for speaking To use my voice in different ways for singing To use my voice in different ways for chanting. To repeat short rhythmic and melodic patterns eg. clapping games and playground songs and rhymes To recognise the beat To describe whether a piece of music is fast or slow, loud or quiet</p>	
KEY STAGE 1:	YEAR 1	YEAR 2
<p>To use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p>	<p>Performing 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</p>	<p>Performing 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)</p>

Autumn Term skills

Spring Term

Summer Term

Continuous Provision

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<p>To play tuned and untuned instruments musically.</p> <p>To listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>To experiment with, create, select and combine sounds using the interrelated dimensions of music. (duration, dynamics, tempo, timbre, texture, structure and musical notation)</p>	<p>To start and finish performing together realizing the need for silence before and afterwards.</p> <p>To sing at a higher and lower pitch when singing with and without accompaniment.</p> <p>To sing with a sense of the shape of the melody.</p> <p>To perform with awareness of others and realizing that some songs need to be sung softly and others loudly.</p> <p>To follow instructions on how and when to sing</p> <p>To perform as part of a group using instruments to repeat simple patterns.</p> <p>To explore making longer and shorter sounds</p> <p>To play in a group at the same speed and beat.</p>	<p>To sing songs that help me with my learning about a particular topic and use these to expand my knowledge.</p> <p>To sing a wide range of songs, rhymes and styles clearly, with expression and enthusiasm to different audiences.</p> <p>To sing in parts and rounds, maintaining awareness of what others are doing.</p> <p>To follow instructions on how and when to play an instrument</p> <p>To create different sounds when performing simple patterns using the same instrument</p> <p>To rehearse and refine the elements of music (duration, volume, speed) in order to improve my quality of work when working individually or in small groups.</p> <p>To work as a class, in a group and on my own.</p>
	<p>Listening/ Appraise</p> <p>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) *</p> <p>To name some of the instruments that I to hear.</p> <p>To recognise the change in volume, pitch and tempo when listening to a piece of music.</p> <p>To listen to certain pieces of music and describe some of the pictures and images this creates in my imagination.</p> <p>To analyze my performance, discussing what I liked about it and what I feel I could improve.</p> <p>To go back and improve my own work.</p>	<p>Listening/ Evaluating</p> <p>To identify the impact of musical elements in music (timbre, pitch, dynamics)*</p> <p>To hear differences in music from other cultures when compared and contrasted to that of my own. *</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.</p> <p>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.</p> <p>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.</p> <p>To discuss what I was aiming to do and to what extent I achieved my aim</p>
	<p>Composing / Improvising</p> <p>To begin to recognise repetition when listening to music of others.</p> <p>To experiment with a range of ways to create sounds using the same instrument (scraping, tapping, shaking etc.)</p> <p>To respond using instruments to given starting points such as an animal or character.</p> <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>Composing / Improvising</p> <p>To experiment with a range of ways to create sounds using the same instrument (scraping, tapping, shaking etc.)</p> <p>To create and choose sounds in response to given starting points (e.g a storm or a story)</p> <p>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

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	<p>To compose simple musical patterns using tuned and untuned instruments</p> <p>To work cooperatively using tuned and untuned instrument as part of a group to perform a sequence.</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 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 elements such as speed, volume and beat.</p>
KEY STAGE 2:	YEAR 3	YEAR 4
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - 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. 	<p>Using voices</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>Using voices</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>Using instruments</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>Using instruments</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>To explore</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>To explore</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>To compose</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>To compose</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 more than 2 notes</p>

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	<p>Listen, reflect and appraise 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>Listen, reflect and appraise 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>
	YEAR 5	YEAR 6
	<p>Using voices To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. To choose a song and be able to talk about:</p> <ul style="list-style-type: none"> • Its main features • Singing in unison, the solo, lead vocal, backing vocals or rapping • To know what the song is about and the meaning of the lyrics • To know and explain the importance of warming up your voice <p>To sing in unison and to sing backing vocals. To enjoy exploring singing solo. To listen to the group when singing. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'</p>	<p>Using voices To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. To know about the style of the songs so you can represent the feeling and context to your audience To choose a song and be able to talk about:</p> <ul style="list-style-type: none"> • Its main features • Singing in unison, the solo, lead vocal, backing vocals or rapping • To know what the song is about and the meaning of the lyrics • To know and explain the importance of warming up your voice <p>To sing in unison and to sing backing vocals. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'.</p>
	<p>Using instruments To know and be able to talk about:</p> <ul style="list-style-type: none"> • Different ways of writing music down – e.g. staff notation, symbols • The notes C, D, E, F, G, A, B + C on the treble stave 	<p>Using Instruments To know and be able to talk about:</p> <ul style="list-style-type: none"> • Different ways of writing music down – e.g. staff notation, symbols • The notes C, D, E, F, G, A, B + C on the treble stave



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	<ul style="list-style-type: none"> The instruments they might play or be played in a band or orchestra or by their friends <p>To play a musical instrument with the correct technique within the context of the Unit song.</p> <p>To select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</p> <p>To rehearse and perform their part within the context of the Unit song.</p> <p>To listen to and follow musical instructions from a leader.</p> <p>To lead a rehearsal session.</p>	<ul style="list-style-type: none"> The instruments they might play or be played in a band or orchestra or by their friends <p>To play a musical instrument with the correct technique within the context of the Unit song.</p> <p>To select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</p> <p>To rehearse and perform their part within the context of the Unit song.</p> <p>To listen to and follow musical instructions from a leader.</p> <p>To lead a rehearsal session.</p>
	<p>To explore</p> <p>To know that improvisation is making up your own tunes on the spot</p> <p>To know that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</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 that you can use some of the riffs you have heard in the Challenges in your improvisations</p> <p>To know three well-known improvising musicians</p>	<p>To explore</p> <p>To know that improvisation is making up your own tunes on the spot</p> <p>To know that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>To know that using one, two or three 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 that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations</p> <p>To know three well-known improvising musicians</p>
	<p>To compose</p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure Notation: recognise the connection between sound and symbol 	<p>To compose</p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure Notation: recognise the connection between sound and symbol



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	<p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p> <p>Performing To know and be able to talk about:</p> <ul style="list-style-type: none"> • Performing is sharing music with other people, an audience • A performance doesn't have to be a drama! It can be to one person or to each other • Everything that will be performed must be planned and learned • You must sing or rap the words clearly and play with confidence • A performance can be a special occasion and involve an audience including of people you don't know • It is planned and different for each occasion • A performance involves communicating ideas, thoughts and feelings about the song/music <p>To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it – "What went well?" and "It would have been even better if...?"</p> <p>Listen, reflect and appraise To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? To know the style of the five songs and to name other songs from the Units in those styles. To choose two or three other songs and be able to talk about:</p>	<p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p> <p>Performing To know and be able to talk about:</p> <ul style="list-style-type: none"> • Performing is sharing music with an audience with belief • A performance doesn't have to be a drama! It can be to one person or to each other • Everything that will be performed must be planned and learned • You must sing or rap the words clearly and play with confidence • A performance can be a special occasion and involve an audience including of people you don't know • It is planned and different for each occasion • A performance involves communicating ideas, thoughts and feelings about the song/music <p>To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it</p> <p>Listen, reflect and appraise To know five songs from memory, who sang or wrote them, when they were written and why? To know the style of the songs and to name other songs from the Units in those styles To choose three or four other songs and be able to talk about:</p>
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- Some of the style indicators of the songs (musical characteristics that give the songs their style)
- The lyrics: what the songs are about
- Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)
- Identify the main sections of the songs (intro, verse, chorus etc.)
- Name some of the instruments they heard in the songs
- The historical context of the songs. What else was going on at this time?

To identify and move to the pulse with ease.

To think about the message of songs.

To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.

Listen carefully and respectfully to other people's thoughts about the music.

When you talk try to use musical words.

To talk about the musical dimensions working together in the Unit songs.

Talk about the music and how it makes you feel

- The style indicators of the songs (musical characteristics that give the songs their style)
- The lyrics: what the songs are about
- Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre)
- Identify the structure of the songs (intro, verse, chorus etc.)
- Name some of the instruments used in the songs
- The historical context of the songs. What else was going on at this time, musically and historically?
- Know and talk about that fact that we each have a musical identity

To identify and move to the pulse with ease.

To think about the message of songs.

To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.

Listen carefully and respectfully to other people's thoughts about the music.

Use musical words when talking about the songs.

To talk about the musical dimensions working together in the Unit songs.

Talk about the music and how it makes you feel, using musical language to describe the music