



Music Knowledge and Skills Progression

Big Ideas	<p>Expression – Our curriculum is carefully designed to give all children the key skills for performance and composition. This solid grounding in music gives all children the chance to develop and express their own ideas.</p> <p>Resilience - We recognise that performing and creating music has an element of risk taking. Therefore, we give the children opportunities to perform and present compositions at every level, ranging from performing in class, to informal weekly concerts through to the big end of term productions. Children are encouraged to join our various music clubs in KS2 and all abilities are welcomed and supported.</p> <p>Cooperation – The emphasis on performance, learning instruments, joining music clubs and group work for composition, ensures that the skills for listening, supporting each other and working together will be a focus to the children’s learning.</p>						
	Reception	Year1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen and analyse music	<ul style="list-style-type: none"> To respond to music through movements <p><u><i>To listen and respond to music by moving</i></u></p>	<ul style="list-style-type: none"> Building on previous years learning To talk about how music makes you feel or want to move. 	<ul style="list-style-type: none"> Building on previous years learning To respond to different moods in music and explain thinking about changes in sound. Children to informally explore pitch, dynamics and tempo <p><u><i>To understand the way music can make you feel</i></u></p>	<ul style="list-style-type: none"> Building on previous years learning To explore and comment on music from different countries. To use the terms dynamics, pitch, tempo and explore timbre. 	<ul style="list-style-type: none"> Building on previous years learning To explore the use of the music and occasion it was written for. <p><u><i>To be able to comment on music using key vocabulary</i></u></p>	<ul style="list-style-type: none"> Building on previous years learning To analyse music from two different periods of Western music Use the terms pulse, rhythm, pitch, dynamics, timbre, tempo and structure. 	<ul style="list-style-type: none"> Building on previous years learning To begin to trace the development and contrast of two different periods of Western music <p><u><i>To contrast two pieces of music in detail from different periods of Western culture</i></u></p>
Vocab	Feel, movement, fast, slow, big, small,	Emotion, happy, sad, gentle, scary, smooth, jerky, lullaby	Speed, high, low, loud, soft, sounds, change, same, different, instruments	Discuss, tempo, pitch, dynamics, timbre, layers, combining instruments, same, different, countries, meaning, effect	Explore, past, current, historical event, acoustics, orchestration, popular, audience	Structure, era, baroque, classical, romantic, contemporary, technology, instrument development	Analyse, compare, contrast, expression, baroque, classical, romantic, contemporary

Use voices expressively	<ul style="list-style-type: none"> Join in with songs as a group <p><u>To sing enthusiastically</u></p>	<ul style="list-style-type: none"> Building on previous years learning Use voices in different ways such as speaking singing and chanting. 	<ul style="list-style-type: none"> Building on previous years learning To sing with the sense of shape of the melody. To recognize that notes are higher and lower in pitch when singing <p><u>To begin to refine my singing skills.</u></p>	<ul style="list-style-type: none"> Building on previous years learning To sing in unison, becoming aware of pitch so most notes are pitched accurately. 	<ul style="list-style-type: none"> Building on previous years learning To sing in unison using increasing expression <p><u>To sing a song with expression</u></p>	<ul style="list-style-type: none"> Building on previous years learning To sing a round. 	<ul style="list-style-type: none"> Building on previous years learning To sing in harmony with multiple groups. <p><u>To sing in two or more parts of a song accurately</u></p>
Vocab	Sing together, start, stop, follow, listen, watch, take turns	Loud, soft, talk, whisper, hum, melody,	Pitch, high, low, phrase, beginning, end, new, shape, movement	Pitch matching, adjoining notes, intervals	Tone, expression, dynamics, timbre, diction, verse, chorus, contrast	Part singing, repeated melody, combining melodies, harmony, melodic independence	Chords, melody, accompaniment,
Play tuned and un-tuned instruments	<ul style="list-style-type: none"> Explore different sounds in the environment including tuned and untuned percussion instruments by banging and tapping. <p><u>To explore a wide of sounds.</u></p>	<ul style="list-style-type: none"> To create and choose sounds To perform simple rhythmical patterns, beginning to show an awareness of pulse. 	<ul style="list-style-type: none"> To create and choose sounds for a specific effect. To perform rhythmical patterns and accompaniments, keeping a steady pulse. <p><u>To perform rhythmical patterns, keeping a pulse</u></p>	<ul style="list-style-type: none"> To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes. 	<ul style="list-style-type: none"> To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics. <p><u>To play simple tunes varying the dynamics.</u></p>	<ul style="list-style-type: none"> To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression. 	<ul style="list-style-type: none"> To play and perform with accuracy, fluency, control and expression <p><u>To play or perform with accuracy and expression.</u></p>
Vocab	Bang, tap, sounds, loud, soft, same different, change	Pulse, rhythm, copy, pattern, repeat, clap, finger tap, drum, wood block, claves, triangle, shakers, chime bars	Choose, effect, sound, instrument, listen, maintain pulse, in time,	Notes, copy, repeat, improvise, order, reorder, recorder, xylophone, glockenspiel, choose,	Expression, dynamics, effect, ukulele, pluck, strumming pattern	Melody, accompaniment, solo, accuracy, awareness, audience, reflect, improve	Control, focus, effect, preparation, rehearse, practise, respond

Composing	<ul style="list-style-type: none"> • Building on previous years learning • To know about and experiment with sounds • To explore a range of instruments and talk about which ones they like and why. <p><u>To experiment with a range of sounds</u></p>	<ul style="list-style-type: none"> • Building on previous years learning • To copy short rhythmic patterns using call and respond. • To identify and organise sounds using simple criteria e.g. loud, soft, high low. 	<ul style="list-style-type: none"> • Building on previous years learning • Repeat their own short rhythmic and melodic patterns • To begin to choose and order sounds using pitch, timbre, rhythm and dynamics. <p><u>To order sounds to make a simple piece of music</u></p>	<ul style="list-style-type: none"> • Building on previous years learning • To begin to join simple a background rhythm and a solo melody as layers. 	<ul style="list-style-type: none"> • Building on previous years learning • To create simple melodic patterns using an increased number of notes. • To join layers of sound, thinking about musical dynamics of each layer and understanding the effect. <p><u>To compose a piece with a melody and accompaniment</u></p>	<ul style="list-style-type: none"> • Building on previous years learning • To use one simple chord as part of an accompaniment. 	<ul style="list-style-type: none"> • Building on previous years learning • To create their own pieces using a melodic line and two forms of accompaniment one rhythmic and the other chordal using two or more chords. <p><u>To compose a piece of music with chords</u></p>
Vocab	Bang, tap, scrape, shake	Listen, copy, repeat, loud, soft, high low, rhythm	Melody, organise, make choices, contrast,	Accompaniment, parts, combine,	Melodic range, effect, purpose, dynamics	Chords, harmony	Layered composition

Writing music	<ul style="list-style-type: none"> To create /conduct performances using a range of signals and gestures <p><u>To record and indicate changes in music</u></p>	<ul style="list-style-type: none"> Building on previous years learning To begin to represent sounds with simple pictures including given symbols and marks. 	<ul style="list-style-type: none"> Building on previous years learning To select an effective way to show changes in music <p><u>To find their own way to show a change in the music</u></p>	<ul style="list-style-type: none"> Building on previous years learning To begin to recognise and use simple formal rhythmic staff notation to represent their music. To use simple programmes to create appropriate backing track. Launchpad app 	<ul style="list-style-type: none"> Building on previous years learning To understand and begin to use formal staff notation to represent melody in their compositions. <p><u>To use staff notation to record written music</u></p>	<ul style="list-style-type: none"> Building on previous years learning To understand chords and represent them using staff notation or chart notation. To programme music using Garage Band app. 	<ul style="list-style-type: none"> Building on previous years learning To be able to create a score including melody so that it can be read by others. <p><u>To accurately write down a piece of music using formal notation</u></p>
Vocab	Start, stop, loud, soft, gesture, sign, watch, follow, conductor	Graphic notation, pictures,	Transition, change, sections	Crochet, quaver, minim, rest time signature, bar lines	Notes, stave, lines and spaces, treble clef	Chart notation, chords programme	Score, align, presentation, accuracy