



## Music Knowledge and Skills Progression

Big Ideas	<p><b>Expression</b> – 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><b>Resilience</b> - 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><b>Cooperation</b> – 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
	Taught in SingingAssembly	Taught in SingingAssembly	Taught in SingingAssembly	Taught in SingingAssembly	Taught in SingingAssembly	Taught in SingingAssembly	Taught in SingingAssembly
Listen and analyse music	<ul style="list-style-type: none"> <li>To move in time to music.</li> <li>To talk about whether the like or dislike a piece of music.</li> </ul>	<ul style="list-style-type: none"> <li>Building on previous years learning</li> <li>To talk about how music makes you feel or want to move.</li> </ul>	<ul style="list-style-type: none"> <li>Building on previous years learning</li> <li>To respond to different moods in music and explain thinking about changes in sound.</li> <li>Children to informally explore pitch, dynamics and tempo</li> </ul> <p><u>To understand the way music can make you feel</u></p>	<ul style="list-style-type: none"> <li>Building on previous years learning</li> <li>To begin to explore the music of the Renaissance and Baroque Era</li> <li>To comment on music using the terms dynamic, pitch, tempo and explore timbre</li> </ul>	<ul style="list-style-type: none"> <li>Building on previous years learning</li> <li>To explore and comment on music from different countries using the terms dynamics, pitch, tempo and timbre</li> </ul> <p><u>To be able to comment on music using key vocabulary</u></p>	<ul style="list-style-type: none"> <li>Building on previous years learning</li> <li>To trace musical development from the Classical Era to the present day.</li> <li>Use the terms pulse, rhythm, pitch, dynamics, timbre, tempo and structure.</li> </ul>	<ul style="list-style-type: none"> <li>Building on previous years learning</li> </ul> <p>To compare and contrast two pieces of music in detail from different periods of Western culture</p> <p><u>To contrast two pieces of music in detail from different periods of Western culture</u></p>
Vocab	Fast, slow, happy, sad, loud, soft	Emotion, happy, sad, gentle, scary, smooth, jerky, lullaby	Speed, high, low, loud, soft, sounds, change, same, different, instruments	Thomas Tallis, Antonio Vivaldi, Viols, Lute Harpsichord Renaissance Era Baroque Era, Affect, Dynamics Pitch, Timbre, Tempo	Traditional instruments Traditional music Gambia Balafon Kora Djembe Shekere -	Structure, era, classical, romantic, contemporary, technology, instrument development	Music Hall Accompaniment Beat Structure Sampling Synthesiser Drum machine

	Taught in Singing Assembly	Taught in Singing Assembly	Taught in Singing Assembly	Taught in Singing Assembly	Taught in Singing Assembly	Taught in Singing Assembly	Taught in Singing Assembly
Use voices expressively	<ul style="list-style-type: none"> <li>To join in with whole school singing assemblies</li> <li>To perform a song in the Christmas Play</li> <li>To sing entire songs</li> <li>To begin to build up a repertoire of songs.</li> </ul>	<ul style="list-style-type: none"> <li>Building on previous years learning</li> <li>Use voices in different ways such as speaking singing and chanting.</li> </ul>	<ul style="list-style-type: none"> <li>Building on previous years learning</li> <li>To sing with the sense of shape of the melody.</li> <li>To recognize that notes are higher and lower in pitch when singing</li> </ul> <p><u>To begin to refine my singing skills.</u></p>	<ul style="list-style-type: none"> <li>Building on previous years learning</li> <li>To sing in unison, becoming aware of pitch so most notes are pitched accurately.</li> </ul>	<ul style="list-style-type: none"> <li>Building on previous years learning</li> <li>To sing in unison using increasing expression</li> </ul> <p><u>To sing a song with expression</u></p>	<ul style="list-style-type: none"> <li>Building on previous years learning</li> <li>To sing a round.</li> </ul>	<ul style="list-style-type: none"> <li>Building on previous years learning</li> <li>To sing in harmony with multiple groups.</li> </ul> <p><u>To sing in two or more parts of a song accurately</u></p>
Vocab	Start, stop, sing together, joining in	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"> <li>To begin to find the pulse and play along to music using tuned/untuned instruments and body percussion.</li> <li>To play rhythmic patterns un tuned and untuned instruments and body percussion using the rhythmic pattern of words.</li> </ul>	<ul style="list-style-type: none"> <li>Learn to play untuned percussion.</li> <li>To copy short rhythmic patterns using call and respond.</li> <li>To perform simple rhythmical patterns, showing an awareness of pulse</li> </ul>	<ul style="list-style-type: none"> <li>Learn to play tuned percussion</li> <li>To play short, repeated rhythmical and melodic patterns which use a limited number of notes. Using rhythmic notation.</li> <li>Be able to play simple rhythmic accompaniments, keeping a steady pulse.</li> </ul>	<ul style="list-style-type: none"> <li>Learn to play tuned percussion</li> <li>To play simple rhythmic and melodic parts following a score using rhythmic and melodic notation varying the pitch with a small range of notes.</li> </ul>	<ul style="list-style-type: none"> <li>Learn to play the recorder</li> <li>To play and perform parts with an awareness of musical expression by changing dynamics.</li> </ul> <p><u>To play simple tunes varying the dynamics.</u></p>	<p>Learn to play the recorder</p> <ul style="list-style-type: none"> <li>To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression.</li> </ul>	<ul style="list-style-type: none"> <li>Learn to play ukulele</li> <li>To be aware of mistakes they have made.</li> <li>To correct mistakes independently</li> <li><u>To play or perform with accuracy and expression.</u></li> </ul>

			<b><u>To perform rhythmical and melodic phrases keeping a pulse</u></b>				
<b>Vocab</b>	<p>pulse – regular beat found in music</p> <p>tambourine</p> <p>claves</p> <p>shakers</p> <p>drums</p> <p>triangle</p> <p>wood block</p> <p>chime bars</p> <p>rhythm</p> <p>play</p> <p>body percussion –</p> <p>clap -</p> <p>tap -</p> <p>shake -</p>	<p>copy pattern</p> <p>repeat</p> <p>clap, finger tap</p> <p>strike</p> <p>drum</p> <p>djembe</p> <p>Africa</p>	<p>notes</p> <p>listen</p> <p>improvise</p> <p>accompaniment</p> <p>melody solo</p> <p>note names</p> <p>rest pulse</p>	<p>Crochet</p> <p>Minim</p> <p>Quaver</p> <p>Crochet rest</p> <p>Minim rest</p> <p>Quaver rest</p> <p>Bar lines</p> <p>Time signature</p>	<p>Descant recorder.</p> <p>Expression</p> <p>Dynamics</p> <p>Effect</p> <p>Breath control</p> <p>Articulation.</p>	<p>Melody –</p> <p>Accompaniment –</p> <p>Solo</p> <p>Accuracy</p> <p>Awareness</p> <p>Timbre</p> <p>Audience</p> <p>Reflect</p> <p>Improve</p>	<p>Control</p> <p>Focus</p> <p>Effect</p> <p>Rehearse</p> <p>Strum</p> <p>Pluck</p> <p>Fret-</p> <p>Practise Respond –</p>
<b>Composing</b>	<ul style="list-style-type: none"> <li>To experiment with different instruments and their sounds</li> <li>To create musical patterns using untuned instruments</li> </ul>	<ul style="list-style-type: none"> <li>Building on previous years learning</li> <li>To identify and organise sounds using simple criteria e.g. loud, soft, high low.</li> <li>To begin to represent sounds with simple pictures including given symbols and marks. Graphic Score</li> </ul>	<ul style="list-style-type: none"> <li>Building on previous years learning</li> <li>To begin to choose and order notes to make a short melody.</li> <li>Repeat their own short rhythmic and melodic patterns</li> <li><b><u>To order notes using a non conventional score to make a simple piece of music.</u></b></li> </ul>	<ul style="list-style-type: none"> <li>Building on previous years learning</li> <li>To create a melody that uses moves smoothly, mostly by step.</li> <li>(Charanga composing tool)</li> <li>To begin to recognise and use simple formal rhythmic staff notation to represent their music. (Charanga composing tool)</li> </ul>	<ul style="list-style-type: none"> <li>Building on previous years learning</li> <li>To create simple 4 bar loop using YuStudio.</li> <li>To understand and begin to use formal staff notation to represent melody in their compositions. (Charanga composing tool)</li> </ul> <p><b><u>To compose a piece with a melody using staff notation. To</u></b></p>	<ul style="list-style-type: none"> <li>Building on previous years learning</li> <li>To create two 4 bar loops that show some variation in texture. (YuStudio)</li> <li>To understand and use formal staff notation to create a melody that uses an increased range of notes and uses repetition and rests effectively. (Charanga composing tool)</li> </ul>	<ul style="list-style-type: none"> <li>Building on previous years learning</li> <li>To create 2 distinct loops, that can be used to create a structured piece of music. (YuStudio)</li> </ul> <p><b><u>To create a short piece of music that has two different sections</u></b></p>

					<u><i>create 4 bar loop using YuStudio.</i></u>		
Vocab	See EYFS KAS Grid	Listen, copy, repeat, loud, soft, high low, rhythm, graphic notation,	Melody, organise, contrast, sections, repeat, move by step	Crochet, quaver, minim, rest time signature, bar lines, starting and ending note	Notes, stave, lines and spaces, treble clef, drum track, bass line, chords, melody, loop	Edit, improve, change, texture	Structure Chorus Verse Contrast