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| **Progression of key skills and knowledge in Music** |
| **Performing** | **Improvising and Composing** | **Responding and Reviewing** | **Listening and applying knowledge and understanding**  |
| **Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes**  |  |  |  |
| **Emerging knowledge skills and concepts-EYFS** |

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| * Take part in signing
* Follow instructions on when to sing or to play an instrument
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 | * Clap short, rhythmic patterns
* Make different sounds (high and low – pitch; loud and quiet – dynamics; fast and slow – tempo; quality of the sound – smooth, crisp, scratchy, rattling, tinkling etc…- timbre).
 | * Take note of others when performing
 | * Choose sounds to represent different things (the thunder, sea etc…)
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| **Expected by the end of KS1****Year 2** | • Sing simple songs and chants (with actions) building rhythmic and melodic memory. • Use voice to create sounds - humming, whispers, clicks and whistles. • Start and stop together on direction. • Begin to use correct technique when playing a range of percussion instruments. • Keep a steady beat and copy simple rhythm patterns. | • Create and clap own rhythms. • Create patterns of sound – long/short, high/low, loud/soft (quiet). • Use instruments to reflect a topic or add sound effects to a story. • Invent symbols to represent sound and create a simple graphic score for pitch or duration that others can follow. | • Talk about music heard with appropriate vocabulary. • Begin to explore how music can affect emotions. • Recognise how music enriches our lives. • Compare 2 contrasting pieces of music for dimensions such as pitch or tempo. • Think of ways to improve their compositions. | • Pitch: recognise and respond to high, low and middle sounds. • Duration: recognise and respond to a pulse and patterns of long and short sounds. • Dynamics: understand loud, quiet and silence. • Tempo: understand fast and slow • Timbre: identify different percussion sounds and how they are made • Texture: recognise and respond to one sound leading to many sounds. • Structure: understand and identify beginning, middle and end and use of repetition and introduction.  |
|  | **Performing** | **Improvising and Composing** | **Listening and Reviewing** | **Listening and applying knowledge and understanding**  |
| **Expected by the end of lower KS2** **Year 4** | • Sing rounds (canons) and partner songs, maintaining own part with some support. • Sing songs with a simple ostinato part. • Sing with a developing understanding of expression and dynamics. • Perform simple rhythmic and melodic patterns on variety of percussion instruments. • Read and play 3 notes on an instrument (eg recorders) with care and a degree of accuracy. | • Represent sounds on a graphic score with symbols for a group performance. • Create a soundscape using tuned and untuned percussion. • Compose four bars of music using 3 notes with an understanding of note value and time signature. • Staff notation: recognise notes on the stave and note values of quaver, crotchet and minim. • Understand and use Italian musical terminology within vocal and instrumental composition. • Begin to take part in improvisation sessions with confidence. | • Recognise the family groups within the orchestra and the importance of the conductor. • Describe and give opinions of the music heard with some use of musical vocabulary. • Discuss the emotional impact of a piece. • Identify some of the structural and expressive aspects of the music heard (starts slowly and gets faster) • Share ways to improve the composition of others | • Pitch: recognise and respond to higher and lower sounds and general shapes of a melody. Begin to recognise steps, leaps and repeated notes. • Duration: distinguish between a pulse and rhythm. Understand that rhythmic patterns fit to the beat. Begin to understand 4 metre rhythm pattern and syncopated rhythms. • Dynamics: understand getting louder and quieter in finer graduations. • Tempo: understand getting faster and slower in finer graduations • Timbre: identify a range of instruments by name and how they are played. Discuss the quality of ‘voice’ of both instrumental and vocal pieces. • Texture: recognise different combinations of layers in music. • Structure: develop an understanding of repetition (ostinato) and contrast (verse/chorus) structures and repeat signs. |
|  | **Performing** | **Improvising and Composing** | **Listening and Reviewing** | **Listening and applying knowledge and understanding**  |
| **Expected by the end of KS2** **Year 6** | • Confidently sing part songs and canons with control, expression, phrasing and dynamics. • Play percussion instruments with an understanding of pitch, 2, 3 and 4 metre and syncopated rhythms. • Accurately maintain an independent part within a group in both instrumental and vocal performance. • Read and play at least 5 notes on an instrument (eg recorders) with greater accuracy and independence. • Perform with control, dynamics and awareness of others. | • Represent sounds on a graphic score with symbols for group performance with an awareness of balance, tempo and dynamics • Improvise with confidence and an awareness of rhythm, context and purpose. • Group soundscape composition with instruments and vocals and a conductor. • Compose four bars of music using up to 5 notes with an understanding of note value and time signature and melody.• Staff notation: recognise notes on the stave and note values of semiquaver, quaver, crotchet, minim and semibreve.  | • Identify different ensemble combinations and instruments heard and their role within the ensemble (eg ostinato; melody). • Describe and give opinions of the music heard with confident use of an extended range of musical terminology. • Listen to music of differing genres (eg jazz, classical, blues) and compare and contrast the different styles. • Discuss ways to improve the composition of others using musical dimensions as a guide | • Pitch: identify steps, leaps and repeated notes. Identify a major scale pattern and use pitch knowledge to recreate a piece on tuned instruments. • Duration: understand 2, 3 and 4 metre and how rhythms fit into a steady beat. Recognise and use a syncopated rhythm. • Dynamics: understand how a wider range of dynamics can be used for expressive effect. • Tempo: understand how a wider range of tempi can be used for expressive effect. • Timbre: Discuss the ‘quality’ of voice of vocal and instrumental pieces. Identify families of instruments and ensemble combinations (samba, choir) • Texture: begin to understand different types of harmony (simple parts, use of chords, acappella) • Structure: develop an understanding of conventional musical structures (repeat signs, coda, drone/ostinato, rondo, theme and variations). |
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