|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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** | |  | | --- | | * Take part in signing * Follow instructions on when to sing or to play an instrument | | * 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…) |
| **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). |
|