



Thursby Primary School

Progression of Knowledge and Skills - Music



	EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
<u>Listen & Appraise</u>	Listens to songs and rhymes. Represents ideas thoughts and feelings through music and dance.	To know there are different styles of music. Begin to listen to different types of sounds/instruments. Talk about how music makes you feel or want to move. E.g. it makes me want to jump/sleep/shout etc. Begin to recognise different styles of music, e.g. rap, ballad. To know that music can affect your mood. Listen carefully to different types of sounds. Respond to different styles of music and explain how it makes them feel. Recognise different styles of music. Recognise different styles of music and know explain what makes them different. Create rhythmic patterns using names, food, colours, topics.	To know that music can be expressive. Explore and comment on the ways sounds can be used expressively. Identify the beat in music. Recognise changes in timbre, dynamics and pitch. To know how music can express different intentions. Recognise and explore the ways sounds can be combined and used expressively and comment on this effect. Recognise how music can reflect different intentions.	To begin to know musical vocabulary. Use a range of words to help me describe music (pitch, duration, dynamics, tempo, timbre, texture and silence). Describe music using musical words and use this to identify strengths and weaknesses in my music. To know and use a range of musical vocabulary. Listen to longer pieces of music and identify features. Refine and improve my work. Use musical vocabulary confidently to describe music.
<u>Musical Activities</u> <u>Pulse & Rhythm</u>	Moves rhythmically. Taps out a simple repeated rhythm. Makes up own rhythms.	To know that a pulse is a steady beat. To know how to create a rhythmic pattern. Find the pulse in different pieces of music with support. Clap back a simple rhythm. Begin to create rhythmic patterns using names, food, colours, topics. To know that pulse and rhythm are different. Find the pulse in different pieces of music on their own keeping it steady.	To know that a rhythm fits over a steady pulse. Recognise rhythmic patterns. Perform a repeated pattern over a steady pulse. To know that repeated patterns are used in a variety of music. Identify and recall rhythmic and melodic patterns. Identify repeated patterns used in a variety of music (Ostinato).	To begin to know that pulse and rhythms vary according to musical style. Identify different speeds of pulse (tempo) by clapping and moving. Maintain rhythms to fit style, e.g. blues, waltz, African etc. Keep a steady beat whilst performing an independent part. To know that pulse and rhythm vary according to musical style. Perform an independent part keeping to a steady beat.



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		Clap back a rhythm. Create rhythmic patterns.		
<u>Singing & Voice</u>	Joins in with familiar songs and rhymes. Knows a repertoire of songs	To begin to know their voices can be used in different ways. Find their singing voice. Sing a melody at their own pitch. Join in and stop as appropriate (follow a leader/conductor). Start to develop basic singing posture with relaxed shoulders. To know their voices can be used expressively and creatively. Find their singing voice and use their singing voice confidently. Sing a melody accurately with control. Join in and stop as instructed. Basic singing posture with relaxed shoulders.	To know how to sing songs in unison. Begin to sing with confidence using a wider vocal range. Sing in unison becoming aware of pitch. Sing with awareness of pulse and control of rhythm. Recognise simple structures (Phrases). Warm up voices. Sing songs from memory with accurate pitch and in tune. Continue to follow a leader/conductor To know how to sing songs in unison showing control and expression. Sing in unison maintaining the correct pitch and using increasing expression. Sing songs and create different vocal effects. Understand how mouth shapes can affect voice sounds. Internalise sounds by singing parts of a song 'in their heads' Sing expressively with awareness and control of the expressive elements, e.g. timbre, tempo, dynamics.	To know to sing songs showing control in breathing. Sing songs with increasing control of breathing, posture and sound projection. Sing songs in tune and with awareness to other parts Identify phrases through breathing in appropriate places. To know how to use their voice confidently in different situations. Sing with expression and rehearse with others. Sing in a round of two parts and identify the melodic phrases and how they fit together. Sing confidently as a class, in small groups and alone. Begin to have an awareness of improvisation of the voice.
<u>Playing instruments</u>	Explores the different sounds of instruments. Explores the sounds of body percussion.	To know how to play a selection of tuned and un-tuned instruments. To know that instruments need to be treated respectfully.	To know how to play instruments as an ensemble or small group using control. Play confidently with others taking instructions from the leader.	To know how to play instruments for effect. Identify and control different ways percussion instruments make sounds.



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		Begin to follow a leader/conductor. Follow basic musical notations (letter names using glockenspiels). Begin to handle instruments carefully and put instruments away appropriately. Play an instrument within the whole class or small group. To know that music can be written down. To know how to play a wider range of tuned/untuned instruments with control. Carefully follow a leader/conductor. Handle and play instruments with control. Identify different groups of instruments. Follow musical notations.	Show control when playing music instruments so that they sound as they should. Identify melodic phases and play them by ear with support. To know how to play a range of instruments with control so they sound clear. Choose instruments on the basis of internalised sounds. Identify melodic phrases and play them by ear. Play notes on instruments with care so they sound clear.	Play accompaniments with control and accuracy. To know how ICT can create different sounds. Create different effects using a combination of pitched sounds. Use ICT to change and manipulate sounds.
<u>Improvisation</u>	Sings to self and makes up own songs. Uses instruments to experiment with changing sounds.	To begin to know that improvisation is when you make up your own tune or rhythm. Experiment with sounds and rhythms. Respond to music with their own ideas. To know that improvisation is when you make up your own tune or rhythm. Respond to music with their own ideas confidently. Create simple rhythmic patterns/melodies.	To know how to improvise using instruments. Sing, play and copy back - clapping To play and improvise – using instruments. To listen to each other's musical ideas. To know how to improvise using instruments and voice. Sing, play and copy back-progress to using instruments (2 notes). Play and improvise using instruments and voice.	To begin to know how to improvise within a group. I can improvise within a group. To know how to improvise in a group and independently. Improvise in a range of situations, in a group, independently, with instruments.
<u>Composition</u>	Joins in with making sounds (voice and percussion).	To know how to create their own simple melodies. Contribute to a class composition. Create simple melodies within the context of the song being learnt.	To know how to use sounds to create an effect. Carefully choose sounds and order them to achieve an effect. Create short rhythmic patterns and record these using real or invented symbols.	To know music can be recorded/written down/shared. Identify different starting points for composing music. Create rhythmic patterns and record using a range of notation.



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		Create simple notation using pitch. To know how to create their own simple melody and to record it on paper. Contribute to a composition individually or with a partner. Create melodies with the context of the song being learnt. Record composition using simple notation.	Compose music in pairs and make improvements to their own work. To know how to use sounds and words to create an effect. Create descriptive music in pairs or small groups. Create lyrics to a rap on a given topic in pairs or small group. Record their ideas using real or invented symbols.	Record own compositions using ICT. To know how to use a range of notation to record music. Combine all musical dimensions to create an effect. Vary and maintain rhythms to fit style. Create rhythmic and melodic phrases and record using a range of notation, including ICT.
<u>Perform and Share</u>	Joins in with class rhyme of the week. Joins in with class performances.	To know how to perform sensibly. Think about others when performing, e.g. for an audience To know how to perform together. Perform in ensemble/small groups with instructions from the leader.	To know how to perform following a leader/conductor. Perform with others, taking instructions from the leader. Perform in different ways, exploring the way the performers are a musical resources. Improve performance by watching a recording. To know how to perform with an awareness of others. Perform with an awareness of different parts. Perform with an awareness of what others are singing/playing.	To know how to perform with an awareness of occasion. Present performances effectively. Maintain my own part and be aware of how the different parts fit together. Perform songs in a way that reflects their meaning and the occasion. To know how to perform with an awareness of audience. Show an awareness of audiences, venue and occasion. Perform alone or in a group, displaying a variety of techniques. Take turns to lead a group. Confident playing solo. Hold my part in a round.