



Music- Progression of Knowledge and Skills

EYFS & KS1



	EYFS	Year 1/2
Listen and Respond(EYFS) / Listen and Appraise(KS1) Knowledge <u>ELG: EXPRESSIVE ARTS AND DESIGN</u> - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; <u>NC</u> - use their voices expressively and creatively by singing songs and speaking chants and rhymes. - listen with concentration and understanding to a range of high-quality live and recorded music	- To know twenty nursery rhymes off by heart. - To know the stories of some of the nursery rhymes.	- To know five songs off by heart. - To know what the songs are about. - To know and recognise the sound and names of some of the instruments they use. - To know some songs have a chorus or a response/answer part. - To know that songs have a musical style.
Listen and Respond(EYFS) / Listen and Appraise(KS1) Skills <u>ELG: EXPRESSIVE ARTS AND DESIGN</u> - Invent, adapt and recount narratives and stories with peers and their teacher; - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. <u>NC</u> - use their voices expressively and creatively by singing songs and speaking chants and rhymes - listen with concentration and understanding to a range of high-quality live and recorded music	- To learn that music can touch your feelings. - To enjoy moving to music by dancing, marching, being animals or Pop stars. - To know that the words of songs can tell stories and paint pictures.	- To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. - To learn how songs can tell a story or describe an idea.
Singing Knowledge <u>ELG: EXPRESSIVE ARTS AND DESIGN</u> - Sing a range of well-known nursery rhymes and songs; - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. <u>NC</u> - use their voices expressively and creatively by singing songs and speaking chants and rhymes	- To sing or rap nursery rhymes and simple songs from memory. - Songs have sections	- To confidently sing or rap five songs from memory and sing them in unison. - To confidently know and sing five songs from memory. - To know that unison is everyone singing at the same time. - Songs include other ways of using the voice e.g. rapping (spoken word). - To know why we need to warm up our voices.
Singing Skills <u>ELG: EXPRESSIVE ARTS AND DESIGN</u> - Sing a range of well-known nursery rhymes and songs; - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. <u>NC</u> - experiment with, create, select and combine sounds using the interrelated dimensions of music	- To sing along with a pre-recorded song and add actions. - To sing along with the backing track. - Copy basic rhythm patterns of single words, building to short phrases from the song/s. - Explore high and low using voices and sounds of characters in the songs.	- Learn about voices singing notes of different pitches (high and low). - Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). - Learn to start and stop singing when following a leader. - Learn to find a comfortable singing position. - Learn to start and stop singing when following a leader.
Explore and Create (EYFS)/ Playing (KS1) Knowledge <u>ELG: EXPRESSIVE ARTS AND DESIGN</u> - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. <u>NC</u> - play tuned and untuned instruments musically	To know that we can move with the pulse of the music.	- Learn the names of the notes in their instrumental part from memory or when written down. - Learn the names of the instruments they are playing. - Know the names of untuned percussion instruments played in class.

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Explore and Create (EYFS)/ Playing (KS1) Skills <u>ELG: EXPRESSIVE ARTS AND DESIGN</u> - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. <u>NC</u> - play tuned and untuned instruments musically	- Find the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse. - Listen to high-pitched and low pitched sounds on a glockenspiel.	- Treat instruments carefully and with respect. - Play a tuned instrumental part with the song they perform. - Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). - Listen to and follow musical instructions from a leader - Play the part in time with the steady pulse.
Improvisation Knowledge <u>NC</u> experiment with, create, select and combine sounds using the interrelated dimensions of music.		- Improvisation is making up your own tunes on the spot. - When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. - Everyone can improvise, and you can use one or two notes.
Explore and Create (EYFS)/ Improvisation (KS1) Skills <u>ELG: EXPRESSIVE ARTS AND DESIGN</u> - Invent, adapt and recount narratives and stories with peers and their teacher; <u>NC</u> - experiment with, create, select and combine sounds using the interrelated dimensions of music	- Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song. - Playing with two pitched notes to invent musical patterns.	- Use the improvisation tracks provided. Improvise using the three challenges: Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. Improvise! – Take it in turns to improvise using one or two notes.
Composition Knowledge <u>NC</u> experiment with, create, select and combine sounds using the interrelated dimensions of music		- Composing is like writing a story with music. - Everyone can compose.
Explore and Create (EYFS)/ Composition (KS1) Skills <u>ELG: EXPRESSIVE ARTS AND DESIGN</u> - Invent, adapt and recount narratives and stories with peers and their teacher; <u>NC</u> - experiment with, create, select and combine sounds using the interrelated dimensions of music	Adding a 2-note melody to the rhythm of the words.	- Help create three simple melodies with the Units using one, two, three or five different notes. - Learn how the notes of the composition can be written down and changed if necessary.
Explore and Create (EYFS)/ Performance (KS1) Knowledge <u>ELG: EXPRESSIVE ARTS AND DESIGN</u> - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. <u>NC</u> - use their voices expressively and creatively by singing songs and speaking chants and rhymes	A performance is sharing music.	- A performance is sharing music with an audience. A performance can be a special occasion and involve a class, a year group or a whole school. An audience can include your parents and friends.
Explore and Create (EYFS)/ Performance (KS1) Skills <u>ELG: EXPRESSIVE ARTS AND DESIGN</u> - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. <u>NC</u> - use their voices expressively and creatively by singing songs and speaking chants and rhymes	- Perform any of the nursery rhymes by singing and adding actions or dance. - Perform any nursery rhymes or songs adding a simple instrumental part. - Record the performance to talk about.	- Choose a song they have learnt from the Scheme and perform it. - They can add their ideas to the performance. - Record the performance and say how they were feeling about it.

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KS2

NC KS2: Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

	Year 3 /4	Year 5/6
Listen and Appraise Knowledge - listen with attention to detail and recall sounds with increasing aural memory - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians - develop an understanding of the history of music	- To know five songs from memory and who sang them or wrote them. - To know the style of the five songs. - To choose one song and be able to talk about: Some of the style indicators of that song (musical characteristics that give the song its style). - Its lyrics: what the song is about - Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) - Identify the main sections of the song (introduction, verse, chorus etc.) - Name some of the instruments they heard in the song	- To know five songs from memory, who sang or wrote them, when they were written and why? - To know the style of the songs and to name other songs from the Units in those styles. - To choose three or four other songs and be able to talk about: - The style indicators of the songs (musical characteristics that give the songs their style) - The lyrics: what the songs are about - Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) - Identify the structure of the songs (intro, verse, chorus etc.) - Name some of the instruments used in the songs - The historical context of the songs. What else was going on at this time, musically and historically? Know and talk about that fact that we each have a musical identity
Listen and Appraise Skills - listen with attention to detail and recall sounds with increasing aural memory - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians - develop an understanding of the history of music	- To confidently identify and move to the pulse. - To think about what the words of a song mean. - To take it in turn to discuss how the song makes them feel. - Listen carefully and respectfully to other people's thoughts about the music. To talk about the musical dimensions working together in the Unit songs e.g. if the song gets louder in the chorus (dynamics). Talk about the music and how it makes them feel. When you talk try to use musical words.	- To identify and move to the pulse with ease. - To think about the message of songs. - To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. - Listen carefully and respectfully to other people's thoughts about the music. - When you talk try to use musical words. Use musical words when talking about the songs. To talk about the musical dimensions working together in the Unit songs. - Talk about the music and how it makes you feel, using musical language to describe the music.
Singing Knowledge play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	- To know and be able to talk about: - Singing in a group can be called a choir - Leader or conductor: A person who the choir or group follow - Songs can make you feel different things e.g. happy, energetic or sad - Singing as part of an ensemble or large group is fun, but that you must listen to each other Texture: How a solo singer makes a thinner texture than a large group - To know why you must warm up your voice	- To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. To know about the style of the songs so you can represent the feeling and context to your audience - To choose a song and be able to talk about: - Its main features - Singing in unison, the solo, lead vocal, backing vocals or rapping. - To know what the song is about and the meaning of the lyrics - To know and explain the importance of warming up your voice.

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Singing Skills • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	• To sing in unison and in simple two-parts. • To demonstrate a good singing posture. • To follow a leader when singing. • To enjoy exploring singing solo. • To sing with awareness of being 'in tune'. • To have an awareness of the pulse internally when singing. • To rejoin the song if lost. • To listen to the group when singing.	• To sing in unison and to sing backing vocals. • To enjoy exploring singing solo. • To listen to the group when singing • To demonstrate a good singing posture. • To follow a leader when singing. • To experience rapping and solo singing. • To listen to each other and be aware of how you fit into the group. • To sing with awareness of being 'in tune'.
Playing Knowledge • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • use and understand staff and other musical notations	• To know and be able to talk about: • The instruments used in class (a glockenspiel, a recorder) • Other instruments they might play or be played in a band or orchestra or by their friends.	• To know and be able to talk about: • Different ways of writing music down – e.g. staff notation, symbols • The notes C, D, E, F, G, A, B + C on the treble stave • The instruments they might play or be played in a band or orchestra or by their friends
Playing Skills • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • use and understand staff and other musical notations	• To treat instruments carefully and with respect. • Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. • To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader. • To experience leading the playing by making sure everyone plays in the playing section of the song.	• Play a musical instrument with the correct technique within the context of the Unit song. • Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. • To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader. • To lead a rehearsal session.
Improvisation Knowledge • improvise and compose music for a range of purposes using the interrelated dimensions of music	• To know and be able to talk about improvisation: • Improvisation is making up your own tunes on the spot • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them • To know that using one or two notes confidently is better than using five • To know that if you improvise using the notes you are given, you cannot make a mistake • To know that you can use some of the riffs you have heard in the Challenges in your improvisations	• To know and be able to talk about improvisation: • Improvisation is making up your own tunes on the spot • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • To know that using one, two or three notes confidently is better than using five • To know that if you improvise using the notes you are given, you cannot make a mistake • To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations • To know three well-known improvising musicians
Improvisation Skills • improvise and compose music for a range of purposes using the interrelated dimensions of music	• To improvise using instruments in the context of the song they are learning to perform. • Using the improvisation tracks provided: • To listen, sing back and copy back using instruments, using two different notes. • To use instruments, listen and play your own answer using one note or two notes. • To improvise using one note (GDS: three notes).	• Improvise using instruments in the context of a song to be performed. • Use the improvisation tracks provided • To listen, sing back and copy back using instruments, using two different notes. • To question and answer using instruments, listen and play your own answer using two different notes. Always start on a G. • To improvise using up to three notes (GDS: three notes). • GDS - To improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)

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Composition Knowledge improvise and compose music for a range of purposes using the interrelated dimensions of music	- To know and be able to talk about: - A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. - Different ways of recording compositions (letter names, symbols, audio etc.)	- To know and be able to talk about: - A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. - A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure - Notation: recognise the connection between sound and symbol
Composition Skills improvise and compose music for a range of purposes using the interrelated dimensions of music	- Help create at least one simple melody using one, three or five different notes. - Plan and create a section of music that can be performed within the context of the unit song. - Talk about how it was created. - Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. - Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	- Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. - Explain the keynote or home note and the structure of the melody. - Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. - Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).
Performance Knowledge play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	- To know and be able to talk about: - Performing is sharing music with other people, an audience - A performance doesn't have to be a drama! It can be to one person or to each other - You need to know and have planned everything that will be performed - You must sing or rap the words clearly and play with confidence - A performance can be a special occasion and involve an audience including of people you don't know - It is planned and different for each occasion - It involves communicating feelings, thoughts and ideas about the song/music	- To know and be able to talk about: - Performing is sharing music with other people, an audience - A performance doesn't have to be a drama! It can be to one person or to each other - Everything that will be performed must be planned and learned - You must sing or rap the words clearly and play with confidence - A performance can be a special occasion and involve an audience including of people you don't know - It is planned and different for each occasion - A performance involves communicating ideas, thoughts and feelings about the song/music
Performance Skills play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	- To choose what to perform and create a programme. - Present a musical performance designed to capture the audience - To communicate the meaning of the words and clearly articulate them. - To talk about the best place to be when performing and how to stand or sit. - To record the performance and say how they were feeling, what they were pleased with what they would change and why.	- To choose what to perform and create a programme. - To communicate the meaning of the words and clearly articulate them. - To talk about the venue and how to use it to best effect. - To record the performance and compare it to a previous performance. - To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”