

Progression of skills and knowledge for Music

Reception Early learning Goals

Being Imaginative and Expressive- 3-4 years

- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.

Being Imaginative and Expressive- ELG

- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes and stories with others, and - when appropriate try to move in time with music.

Music and the National Curriculum: Key Stage One

Pupils should be taught to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and untuned instruments musically
- Listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

Music and the National Curriculum: Key Stage Two

Pupils should be taught to:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
 - Listen with attention to detail and recall sounds with increasing aural memory
 - Use and understand staff and other musical notations
- 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

Describe Music-Listen and appraise

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Enjoy moving to music by dancing, marching, being animals or pop stars.</p> <p>Identify the beat of a tune.</p>	<p>Recognise changes in timbre, dynamics and pitch.</p> <p>Recognise how songs can tell a story or describe an idea.</p>	<p>Can confidently identify and move to the pulse.</p> <p>Evaluate music using musical vocabulary to identify areas of likes and dislikes.</p>	<p>Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</p> <p>Understand layers of sounds and discuss their effect on mood and feelings</p>	<p>Think about the message of songs,</p> <p>Compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>Choose from a wide range of musical vocabulary to accurately describe and appraise music including: • pitch• dynamics• tempo• timbre• texture • lyrics and melody.</p>	<p>Describe how lyrics often reflect the cultural context of music and have social meaning.</p> <p>Choose from a wide range of musical vocabulary to accurately describe and appraise music including:</p> <ul style="list-style-type: none"> • pitch• dynamics• tempo• timbre• texture • lyrics and melody • sense of occasion • expressive • solo • rounds • harmonies •accompaniments • drones • cyclic patterns • combination of musical elements • cultural context.

Transcribe- Musical Activities

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use symbols to represent a composition and use them to help with a performance.	Use symbols and write the notes of the composition down and change if necessary.	<p>Devise non-standard symbols to indicate when to play and rest.</p> <p>Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</p>	Recognise the notes EGBDF and FACE on the musical stave.	<p>Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</p> <p>Use and understand simple time signatures.</p>	<p>Read and create notes on the musical stave.</p> <p>Understand the purpose of the treble and bass clefs and use them in transcribing compositions.</p> <p>Understand and use the # (sharp) and b (flat) symbols.</p>

Perform

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Take part in singing, accurately following the melody.</p> <p>Follow instructions on how and when to play an instrument.</p>	<p>Make and control long and short sounds, using voice and instruments.</p> <p>Imitate changes in pitch.</p>	<p>Sing in tune.</p> <p>Pronounce words within a song clearly.</p> <p>Play notes on an instrument with care so they are clear.</p>	<p>Sing from memory with accurate pitch.</p> <p>Show control of the voice.</p> <p>Maintain a simple part within a group.</p> <p>Perform with control and awareness of others.</p>	<p>Perform solos or as part of an ensemble.</p> <p>Hold a part within a round</p> <p>Sing or play from memory with confidence.</p>	<p>Sing a harmony part confidently and accurately.</p> <p>Sing or play expressively and in tune.</p> <p>Perform with controlled breathing (voice) and skillful playing (instrument).</p> <p>Sustain a drone or a melodic ostinato to accompany singing.</p>

Compose -Creating and exploring

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Create a sequence of long and short sounds.</p> <p style="text-align: center;">Clap rhythms.</p> <p>Choose sounds to create an effect.</p> <p>Create short, rhythmic patterns.</p>	<p>Create a mixture of different sounds (long and short, loud and quiet, high and low)</p> <p>Sequence sounds to create an overall effect.</p> <p>Create short, rhythmic phrases.</p>	<p>Create accompaniments for tunes.</p> <p>Use sounds to create abstract effects.</p> <p>Create repeated patterns with a range of instruments.</p>	<p>Compose and perform melodic songs.</p> <p>Choose, order, combine and control sounds to create an effect.</p> <p>Use drones as accompaniments.</p> <p>Use technologies to compose pieces of music.</p>	<p>Create rhythmic patterns with an awareness of timbre and duration.</p> <p>Thoughtfully select elements for a piece in order to gain a defined effect.</p> <p>Convey the relationship between the lyrics and the melody.</p> <p>Use digital technologies to compose and edit pieces of music.</p>	<p>Create songs with verses and a chorus.</p> <p>Combine a variety of musical devices, including melody, rhythm and chords.</p> <p>Use drones and melodic ostinato (based on the pentatonic scale)</p> <p>Use digital technologies to compose, edit and refine pieces of music.</p>