

Knowledge, Skills and Progression ins Music Early Years and KS1			
	EYFS	Year 1	Year 2
Performing	• Take part in signing • Follow instructions on when to sing or to play an instrument	• Take part in singing showing awareness of melody • Follow instructions on how and when to sing/play an instrument. • Take notice of others when performing. • Make and control long and short sounds (duration) in different ways including hitting, blowing and shaking • Imitate changes in pitch– high and low	• Sing songs in ensemble following the tune (melody) well. • Use voice to good effect understanding the importance of warming up first. • Perform in ensemble with instructions from the leader. • Make and control long and short sounds using voices and instruments, playing by ear and including simple improvisation (duration). • Carefully choose instruments to combine layers of sound, showing awareness of the combined effect • Use own voice in different ways, including using a loud or soft voice and sing simple repeated phrases
Composing	• 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)	• Carefully choose sounds to achieve an effect (including use of ICT). • Order sounds to create an effect (structure- beginnings/endings). • Create short musical patterns. • Create sequences of long and short sounds- rhythmic patterns (duration) in different ways – e.g hitting, blowing, shaking, clapping. • Control playing instruments so they sound as they should. • Use pitch changes to communicate an idea. • Start to compose with two or three notes. • Create a simple rhythm by clapping or using percussion	• Compose and perform melodies using two or three notes. • Use sound to create abstract effects (including using ICT). • Create/ improvise repeated patterns (ostinati) with a range of instruments. • Effectively choose, order, combine and control sounds (texture/ structure).
Appraising	• Take note of others when performing	• Hear the pulse in music. • Hear different moods in music. • Identify texture– one sound or several sounds? • Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.). • Say what they like or dislike about a piece of music	• Identify the pulse in music. • Recognise changes in timbre (sound quality smooth, crisp, scratchy, rattling, tinkling etc.), dynamics (loud and quiet), tempo (fast and slow) and pitch (high and low). • Start to recognise different instruments. • Explain what they like about a piece of music and why
Listening/Applying understanding and knowledge	• Choose sounds to represent different things (the thunder, sea etc...)	• Listen for different types of sounds. • Know how sounds are made and changed. • Make sounds with a slight difference, with help. • Use voice in different ways to create different effects. • Begin to represent sounds with drawing • Listen to a piece of music, describing if it is fast or slow, happy or sad	• Listen carefully and recall short rhythmic and melodic patterns. • Use changes in dynamics, timbre and pitch to organise music. • Change sounds to suit a situation. • Make own sounds and symbols to make and record music. • Start to look at basic formal notation- play by ear first. • Know music can be played or listened to for a variety of purposes (in history/ different cultures). • Follow a simple piece of written rhythmic notation • Describe basic elements of a piece of music (e.g. pace, volume, emotion) • Describe how an instrument has been used to represent a sound or object (e.g. a flute for a bird or a drum for thunder)

Newlands Junior School Skills Progression in Music			
Year 3 - Community	Year 4 – Conflict and Resolution	Year 5 – Social Judgement	Year 6 – Decisive Decisions
Stone Age to Iron Age to Bronze Age Ancient Egyptians Local history - mining	Invaders and Settlers European study WW2	North and South America London and the British Isles	The Victorians Crime and Punishment
Performing – Singing			
Year 3	Year 4	Year 5	Year 6
Sing songs in a variety of styles with confidence, singing an increasing number from memory	Sing songs in a variety of styles with an increasing awareness of the tone of their voices and the shape of the melody	Sing confidently in a wide variety of styles with expression	Sing confidently in a wide variety of styles with expression
Sing songs with some accuracy of pitch and start to show an awareness of the need to use musical awareness	Sing songs with growing accuracy of pitch showing an increasing awareness of musical expression (Deciding when to breathe, how fast or slow you sing or which words to emphasise)	Communicate the meaning and mood of a song using musical expression support when singing and sing with accurate pitch	Communicate the meaning and mood of a song using musical expression independently and sing with accurate pitch
Sing the first part of a two-part song with increasing independence	Sing the first part of a two part song independently and with confidence	Sing a simple second part of a two part song with increasing independence	Sing a second part of a two part song independently and with confidence
Chant or sing a round in two parts	Sing two/three part rounds with more confidence	Maintain own part in a multiple round with increasing independence	Maintain own part in a multiple round independently
Understand that posture, breathing and diction are important.	Sing confidently as part of a group being aware of posture and good diction.	Sing confidently as part of a small group, paying attention to phrasing, dynamics and accuracy of pitch	Sing confidently as part of a small group or a solo, paying attention to phrasing, dynamics and accuracy of pitch
Perform a composed piece to a friendly audience, as a member of a group or class	Perform to an audience of adults, an assembly or other classes with increasing confidence	Perform to an audience of adults, an assembly or other classes with confidence	Perform to an audience of adults, an assembly or other classes with confidence and know what makes a good performance

Performing –Playing

Year 3	Year 4	Year 5	Year 6
Keep a steady beat on an instrument in a group or individually	Keep a steady beat on an instrument in a group or individually and Play music that includes ‘rests’	Play music in a metre of two or three time	Perform with sensitivity to different tempi
On pitched or tuned instruments maintain a rhythmic or melodic ostinato simultaneously with a different ostinato and/or steady beat	On pitched or tuned instruments maintain two or more different ostinato patterns in a small instrumental ensemble against a steady beat	On pitched or tuned instruments maintain a rhythmic or melodic accompaniment to a song in a larger ensemble with support	On pitched or tuned instruments maintain a rhythmic or melodic accompaniment to a song in a larger ensemble independently
Use tuned percussion and play pitched instruments with increasing confidence	Use tuned percussion and play pitched instruments with increasing confidence to accompany songs and improvise	Perform on a range of instruments in mixed groups to an audience, with growing confidence	Perform on a range of instruments in mixed groups to an audience, with confidence
Copy a short melodic phrase by ear on a pitched instrument	Play by ear – find known phrases or short melodies using pitched instruments	Continue to play by ear on pitched instruments, extending the length of phrases, melodies played with decreasing support	Continue to play by ear on pitched instruments, extending the length of phrases, melodies played
Play using symbols including graphic and / or simple traditional notation with support	Read and play from some conventional music symbols and graphic with support	Read and play from conventional or graphic notation	Read and play with confidence from conventional or graphic notation
Follow simple hand directions from a leader and perform with an awareness of others	Follow a leader, stopping / starting, playing faster/ slower and louder / quieter.	Lead/conduct a group of instrumental performers with support	Lead/conduct a group of instrumental performers
Combine musical sounds with narrative and movement with support	Combine instrumental playing with narrative and movement independently	With support decide how to use narrative and movement alongside instrumental playing	Decide how to use narrative and movement alongside instrumental playing
With support know what makes a good performance and give examples in own or others work	With support know and explain what makes a good performance giving examples in own performance and others performances	Know and explain what makes a good performance giving examples in own performance and others performances with increasing independence	Know and explain what makes a good performance giving examples in our and others performance
Use an mp3 recorder/video recorder/e-portfolio to keep a record of work in progress and record performances. Use to evaluate and suggest areas for improvement with support as a class	Use an mp3 recorder/video recorder/e-portfolio to keep a record of work in progress and record performances. Use to evaluate and suggest areas for improvement with support	Use an mp3 recorder/video recorder/e-portfolio to keep a record of work in progress and record performances. Use to evaluate and suggest areas for improvement with increasing independence	Use an mp3 recorder/video recorder/e-portfolio to keep a record of work in progress and record performances. Use to evaluate and suggest areas for improvement independently
Perform a composed piece to a friendly audience, as a member of a group or class	Perform to an audience of adults, an assembly or other classes with increasing confidence.	Perform own compositions to an audience as a small ensemble	Perform own compositions to an audience as an ensemble or solo

Listen, Reflect and Appraise

Year 3	Year 4	Year 5	Year 6
Recognise some familiar instrumental sounds in recorded music (piano, violin, guitar drums etc) Recognise aurally wooden, metal, skin percussion instruments and begin to know their names	Recognise aurally the range of percussion (tuned and untuned) used in school and some individual orchestral instruments taught in school.	Distinguish differences in timbre and texture between a wide variety of instruments and instrumentation with support	Distinguish differences in timbre and texture between a wide variety of instruments and instrumentation with increasing independence
Listen to live/recorded extracts of different kinds of music and identify where appropriate: Pulse, rhythm, tempo, dynamics, melody	Recognise and talk about some contrasting styles of music in broad terms, using appropriate musical language (the tempo, dynamics, metre, texture, timbre) and identify repeated rhythmic or melodic phrases in recorded and live music	Recognise and identify features of expression (phrasing, melody, harmony, different dynamics, metre and tempi) in an extract of live or recorded music with support	Recognise and identify features of expression (phrasing, melody, harmony, different dynamics, metre and tempi) in an extract of live or recorded music with increasing independence
Start to understand the structure of music ie a song with a chorus, beginning, middle and end, repetition of words or music	Continue to develop understanding of the structure of music Identify whether a song has a verse/chorus or call and response structure	Be able to identify and discuss 'what happens when' within simple musical structures	Recognise the combined effect of layers of sound and use of structure within music by listening to their own arrangements, compositions and recordings.
Listen with concentration to longer pieces / extracts of music Start to recognise similarities and differences between different pieces of music.	Recognise music from different times and countries identifying key elements that give it its unique sound. With support recognise similarities and differences between different pieces of music.	With support use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions and cultures, including performances of their own and others' compositions. Identify similarities and differences independently	With increasing independence use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions and cultures, including performances of their own and others' compositions. Identify similarities and differences independently
Listen to their own compositions and use musical language to describe what happens in them	Listen to their own compositions and use musical language to describe what happens in them and start to identify areas for improvement in own work	With support use musical vocabulary and knowledge to help identify areas for development or refinement when composing	Use musical vocabulary and knowledge to help identify areas for development or refinement when composing

Explore and Apply – Composition

Year 3	Year 4	Year 5	Year 6
Explore and describe the effects of duration, pitch and dynamics using instruments and/or voices.	Explore, describe and use sounds through instruments and voices to create particular effects –timbre, duration, tempo, pitch and dynamics	Explore, describe and use sounds through instruments and voices to create particular effects –timbre, tempo, duration, pitch, dynamics and texture	Explore, describe and use sounds through instruments and voices to create particular effects –timbre, tempo, duration, pitch, dynamics, texture and structure
Start to explore and describe timbre with support and how it can use in music to paint a picture/tell a story or create a mood. Use within own work	Explore and create music that describes feelings or moods using ‘tense’ or ‘calm’ sounds using dynamics, different tempi, different timbres etc. Start to explore and describe texture with support within own work	Start to explore more inventive structures with support and use to create a piece of music that reflects images/ and atmosphere	Start to explore chords / harmony – concord and discord with support in own work. Create texture by layering rhythmic and melodic ostinatos
Pitch notes moving by step (notes adjacent to each other) and by leap (notes with gaps between them) Use to compose simple melodic ostinatos	Understand what is the pentatonic scale and use to compose own melodic ostinatos or motifs	Scales, such as Pentatonic, Bossa Nova and Swing	Scales, such as Pentatonic, Jazz and Blues
Use symbols to represent sound	Use graphic notation and start to note changes in dynamics, pitch and duration With support start to record texture	Use graphic and start to use conventional notation when composing	Decide which is more suitable graphic or conventional notation when composing
Use ICT (computers/iPads/tablets/MP3 recorders etc) to record, sample, sequence, loop and manipulate sound to create soundscapes/compositions			
Improvise and compose music that uses repetition/echo with support Reflect in own work characteristics of various styles	Improvise and compose music that uses repetition/ echo and that incorporates effective silences (rests) Reflect in own work characteristics of various styles	Improvise and compose music that develops ideas using musical devices such as repetition, ostinato, motif Reflect in own work characteristics of various styles	Improvise and compose music that develops ideas using musical devices such as repetition, question and answer, ostinato, motif. Reflect in own work characteristics of various styles
Start to use musical dimensions vocabulary to describe music, success and improvement with support at the different stages in composition	Start to use musical dimensions vocabulary to describe music, success and improvement with increasing independence at the different stages in composition	Start to use musical dimensions vocabulary to describe music, success and improvement with increasing independence at the different stages in composition and then use to refine own work	
Compose with support music that reflects given intentions, e.g. compose and perform a piece of music that reflects Mussorsky’s intentions in A Night on the Bare Mountain	Compose with support music that reflects given intentions, e.g. compose a song that lyrics reflect the cultural context of WWII	Compose with increasing independence music that reflects given intentions, e.g. compose a soundscape that explores the sounds of the rainforest	Decide and compose independently music that reflects different intended purposes e.g. compose lyrics to reflect life for working class Victorians
Explore and internalise the pulse in music. Know the difference between pulse and rhythm.	Explore how pulse stays the same but rhythm changes in a piece of music. Demonstrate this in own compositions	Know how pulse, rhythm and pitch fit together. Demonstrate this in own compositions	Know how the inter related dimensions of music fit together and demonstrate in own compositions