

Music Knowledge & Skills Progression



Statutory Framework for the Early Years Foundation Stage

Expressive Arts and Design

Involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Early Learning Goal 16- Exploring and using media and materials:

Children sing songs, make music and dance, and experiment with ways of changing them.

Early Learning Goal 17- Being imaginative:

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

The National Curriculum for Music

Purpose of study

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content at Key stage 1

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.

	The dimensions of the music curriculum, which are: Pulse, Pitch, Rhythm, Dynamics, Tempo, Timbre, Texture and Structure are all taught in a cyclic progression throughout each year group. The musical topics also encompass each of the musical skills.
EYFS	Me! My Stories. Everyone! Our World. Big Bear Funk. Reflect, Rewind and Replay.
Year 1	Hey You! Rhythm In The Way We walk and Banana Rap. In The Groove. Round and Round. Your Imagination. Reflect, Rewind and Replay.
Year 2	Hands, Feet, heart. Ho Ho Ho. I Wanna Play In A Band. Zootime. Friendship Song. Reflect, Rewind and Replay.

Subject content at Key stage 2

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.

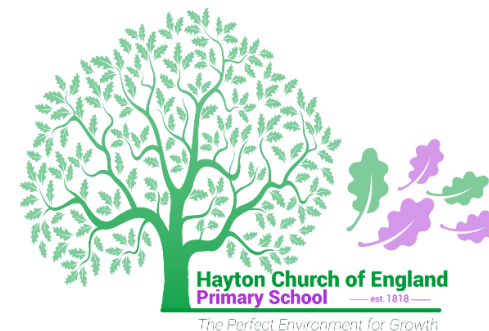
Pupils should be taught to:

- 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.

	The dimensions of the music curriculum, which are: Pulse, Pitch, Rhythm, Dynamics, Tempo, Timbre, Texture and Structure are all taught in a cyclic progression throughout each year group. The musical topics also encompass each of the musical skills.
Year 3	Let Your Spirit Fly. Glockenspiel Stage 1. Three Little Birds. The Dragon Song. Bringing Us Together. Reflect, Rewind and Replay.
Year 4	Mamma Mia. Glockenspiel Stage 2. Stop! Lean On Me. Blackbird. Reflect, Rewind and Replay.
Year 5	Livin' On A Prayer. Classroom Jazz 1. Make You Feel my Love. The Fresh Prince of Bel-Air. Dancing In The Street. Reflect, Rewind and Replay.
Year 6	Happy. Classroom Jazz 2. A New Year Carol. You've Got A Friend. Music and Me. Reflect, Rewind and Replay.

Music Knowledge & Skills Progression

EYFS to Milestone 1



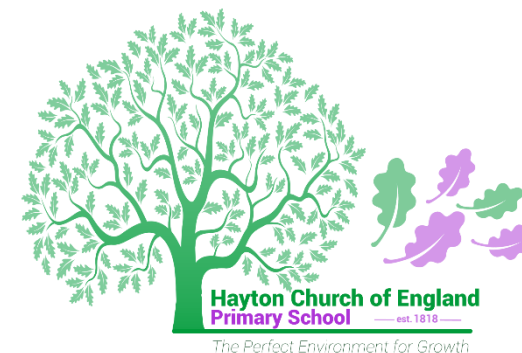
Prior Learning	Skill	Milestone 1: Year 1 and Year 2	Key Vocabulary
<ul style="list-style-type: none"> Sing in a group or on their own, increasingly matching the pitch and following the melody. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Play instruments with increasing control to express their feelings and ideas. 	<p>Perform</p>	<ul style="list-style-type: none"> Take part in singing, accurately following the melody. Follow instructions on how and when to sing or play an instrument. Make and control long and short sounds, using voice and instruments. Imitate changes in pitch. 	<p><u>Dynamics</u></p> <p>Loud/quiet, louder/quieter, getting louder, getting quieter</p> <p><u>Duration</u></p> <p>Long/short, longer/short, sustained, staccato, start, stop, pulse, beat, rhythm.</p> <p><u>Tempo</u></p> <p>Fast/slow, getting slower, getting faster</p> <p><u>Pitch</u></p> <p>High/low, higher/lower, going up/going down, steps, jumps,</p>

<ul style="list-style-type: none"> • Create their own songs, or improvise a song around one they know. 	<p>Compose</p>	<ul style="list-style-type: none"> • Create a sequence of long and short sounds. • Clap rhythms. • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Choose sounds to create an effect. • Sequence sounds to create an overall effect. • Create short, musical patterns. • Create short, rhythmic phrases. 	<p>slides, getting higher/getting lower</p> <p><u>Timbre</u></p> <p>Words describing the qualities of sounds, such as rattling, smooth, tinkling; words relating to sound production, such as hitting, shaking, scraping.</p>
	<p>Transcribe</p>	<ul style="list-style-type: none"> • Use symbols to represent a composition and use them to help with a performance. 	<p>Scratchy, chiming, clicking, bright, hollow, light, heavy, cold, warm</p> <p>Might also refer to structure – beginning, middle, end</p>

Prior Learning	Skill	Milestone 1: Year 1 and Year 2	Key Vocabulary
<ul style="list-style-type: none"> • Explore and engage in music making and dance, performing solo or in groups. Listen attentively, move to and talk about music, expressing their feelings and responses. • Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings 	<p>Describe music</p>	<ul style="list-style-type: none"> • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch. 	

Music Knowledge & Skills Progression

Milestone 2



Prior Learning	Skill	Milestone 2: Year 3 and Year 4	Key Vocabulary
<ul style="list-style-type: none"> Take part in singing, accurately following the melody. Follow instructions on how and when to sing or play an instrument. Make and control long and short sounds, using voice and instruments. Imitate changes in pitch. 	Perform	<ul style="list-style-type: none"> Sing from memory with accurate pitch. Sing in tune. Maintain a simple part within a group. Pronounce words within a song clearly. Show control of voice. Play notes on an instrument with care so that they are clear. Perform with control and awareness of others. 	<p><u>Dynamics</u></p> <p><i>Louder/quieter</i></p> <p><u>Duration</u></p> <p><i>Pulse, rhythm, longer, short, sustained, rhythmic pattern</i></p>
<ul style="list-style-type: none"> Create a sequence of long and short sounds. Clap rhythms. Create a mixture of different sounds (long and short, loud and quiet, high and low). Choose sounds to create an effect. Sequence sounds to create an overall effect. Create short, musical patterns. Create short, rhythmic phrases. 	Compose	<ul style="list-style-type: none"> Compose and perform melodic songs. Use sound to create abstract effects. Create repeated patterns with a range of instruments. Create accompaniments for tunes. Use drones as accompaniments. Choose, order, combine and control sounds to create an effect. Use digital technologies to compose pieces of music. 	<p><u>Tempo</u></p> <p><i>Faster, slower, steady, pulse</i></p> <p><u>Pitch</u></p> <p><i>Steps, jumps/leaps, melody, melodic phrase, staying the same, getting higher/lower, drone, ostinato, pentatonic scale</i></p>

Prior Learning	Skill	Milestone 2: Year 3 and Year 4	Key Vocabulary
<ul style="list-style-type: none"> Use symbols to represent a composition and use them to help with a performance. 	Transcribe	<ul style="list-style-type: none"> Devise non-standard symbols to indicate when to play and rest. Recognise the notes EGBDF and FACE on the musical stave. Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. 	<u>Timbre</u> <i>Name different instruments and as KS1</i> <u>Elements</u> <i>Pitch, dynamics, rhythm, tempo.</i>
<ul style="list-style-type: none"> Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch. 	Describe music	<ul style="list-style-type: none"> Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. Evaluate music using musical vocabulary to identify areas of likes and dislikes. Understand layers of sounds and discuss their effect on mood and feelings. 	<u>Processes</u> <i>Composing, improvising, rehearsing, arranging, improved</i> <u>Structure</u> <i>Introduction, interlude, ending, verse, chorus, drone, ostinato, beginning, middle, end, repetition</i>

History Knowledge & Skills Progression

Milestone 3



Prior Learning	Skill	Milestone 3: Year 5 and Year 6	Key Vocabulary
<ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. 	<p>Perform</p>	<ul style="list-style-type: none"> • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round. • Sing a harmony part confidently and accurately. • Sustain a drone or a melodic ostinato to accompany singing. • Perform with controlled breathing (voice) and skillful playing (instrument). 	<p>As previous Years, plus</p> <p>Sounds</p> <p>Pulse, rhythm, duration, open and closed sounds, percussion, tuned, untuned, timbre, pitch, attack, decay, melody, phrase, song structure, harmony, rests, accents</p>

Prior Learning	Skill	Milestone 3: Year 5 and Year 6	Key Vocabulary
<ul style="list-style-type: none"> • Compose and perform melodic songs. • Use sound to create abstract effects. • Create repeated patterns with a range of instruments. • Create accompaniments for tunes. • Use drones as accompaniments. • Choose, order, combine and control sounds to create an effect. • Use digital technologies to compose pieces of music. 	<p>Compose</p>	<ul style="list-style-type: none"> • Create songs with verses and a chorus. • Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical devices, including melody, rhythm and chords. • Thoughtfully select elements for a piece in order to gain a defined effect. • Use drones and melodic ostinati (based on the pentatonic scale). • Convey the relationship between the lyrics and the melody. • Use digital technologies to compose, edit and refine pieces of music. 	<p>Processes</p> <p>Cyclic patterns, arranging, adding accompaniment, record, loop reverse, layer, soundscape, songwriting, lyrics, attitude, notation, composing, arranging, improvising.</p> <p>Context</p> <p>Effect, impact of ICT, social messages, venue, occasion, intention, purpose, audience</p>
<ul style="list-style-type: none"> • Devise non-standard symbols to indicate when to play and rest. • Recognise the notes EGBDF and FACE on the musical stave. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. 	<p>Transcribe</p>	<ul style="list-style-type: none"> • Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. • Read and create notes on the musical stave. • Understand the purpose of the treble and bass clefs and use them in transcribing compositions. • Understand and use the # (sharp) and b (flat) symbols. • Use and understand simple time signatures. 	

Prior Learning	Skill	Milestone 3: Year 5 and Year 6	Key Vocabulary
<ul style="list-style-type: none"> • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. • Understand layers of sounds and discuss their effect on mood and feelings. 	<p>Describe Music</p>	<ul style="list-style-type: none"> • Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <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. • Describe how lyrics often reflect the cultural context of music and have social meaning. 	<p>duration, timbre, pitch, beat, tempo, texture, silence, like, dislike, sounds, discuss, mood feelings, effect</p>