

# Progression of skills and knowledge in Music at Anns Grove Primary School



	EYFS	Year 1/2	Year 3/4	Year 5/6
<p><b><u>Singing and playing (with technical accuracy, expression and control)</u></b></p> <p><b>NC Coverage KS1:</b> Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p><b>NC Coverage KS2:</b> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>	<p>Enjoy singing.</p> <p>Sing in a group or individually.</p> <p>To join in with singing familiar nursery rhymes, new songs and rhymes using simple actions.</p> <p>Play simple untuned and tuned percussion instruments, knowing when to start and stop.</p> <p>To have respect for musical instruments.</p>	<p>Say what I like about making music - playing, changing and combining sounds.</p> <p>Sing in tune and pitch small intervals accurately.</p> <p>Join in and stop as appropriate.</p> <p>Sing and play instruments, showing a good sense of pulse and rhythm.</p> <p>Show (by movement, playing or singing) knowledge of the difference between pulse and rhythm.</p>	<p>Use voice, instruments, sounds and technology in creative ways.</p> <p>Sing with clear diction and mostly accurate tuning (within a suitable vocal range).</p> <p>Control breathing and sing with an appropriate tone.</p> <p>Stick to a given part (e.g. rhythm, ostinato, drone, simple part singing etc.) when playing or singing in a small group.</p> <p>Sing and play confidently and fluently, showing a good level of control and expression and maintaining an appropriate pulse.</p> <p>Think about posture when playing and singing.</p>	<p>Be creative when experimenting with voice, sounds, technology and instruments</p> <p>Play and sing with a consistent and appropriate tone, accurate tuning and good breath control.</p> <p>Sing and play with a clear sense of the style of the music</p> <p>Maintain a given part well when singing or playing in a group performance or rehearsal.</p> <p>Maintain a strong sense of pulse and I know when the performance is going out of time.</p> <p>Maintain good posture when playing or singing</p>
<p><b><u>Exploring sounds; creating and composing music</u></b></p> <p><b>NC Coverage KS1:</b> Play tuned and untuned instruments musically.</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p><b>NC Coverage KS2:</b> Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p>	<p>Play softly or loudly by following simple hand instructions.</p> <p>Handle and play untuned percussion instruments effectively to the pulse and repeat a simple rhythm pattern with confidence.</p> <p>Create their own songs or improvise a song around one they know.</p>	<p>Talk about how to change sounds and make different sounds for music.</p> <p>Try out different ways of making sounds with voice, musical instruments, simple music technology and 'body sounds' (tapping, clicking, marching, stamping etc.).</p> <p>Understand and use some basic musical features: louder, softer, higher, lower, faster, slower.</p> <p>Describe the quality of sounds and how they are made and combined etc.</p> <p>Make music by choosing sounds and deciding a good order for them to create the mood or effect I want.</p> <p>Name some instruments when I hear them being played (e.g. identifying the sound of a triangle with eyes shut).</p>	<p>Explore changes to pitch, duration, dynamics, tempo, timbre, texture and structure</p> <p>Repeat simple rhythms and melodies and change and extend those I hear.</p> <p>Write simple rhythms and melodies.</p> <p>Name common instruments.</p> <p>Talk about composition ideas and give some reasons why I chose to use some musical ideas and rejected others.</p>	<p>Learn about new techniques in music explore and experiment with them</p> <p>Make up music by organising musical ideas into simple structures which match my task (the context and purpose)</p> <p>Create simple rhythmic patterns, melodies and accompaniments using a particular structure, scales or set of notes etc.</p> <p>Describe the difference between two instruments (the violin is higher than the bass)</p> <p>Work well in a group and show respect for other children by listening to their ideas and suggestions, adopting or adapting these to match the task (e.g. to explore different moods, structures and purposes).</p>
<p><b><u>Rehearsing and performing</u></b></p> <p><b>NC Coverage KS1:</b> Play tuned and untuned instruments musically.</p> <p><b>NC Coverage KS2:</b> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>	<p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Add appropriate sounds to a story.</p> <p>Sing a large repertoire of songs.</p>	<p>Take good notice of musical cues when singing or playing</p> <p>Share ideas and listen to other children's ideas.</p> <p>Take turns fairly, e.g. passing around instruments and sharing.</p> <p>Follow and give simple performance directions. Show good understanding of these through movement, singing and playing (including: dynamics and tempo, beginnings and endings, adhering to 'starts and stops' - i.e. sound and silence). Suggest and try out ideas.</p> <p>Show awareness of the audience when performing.</p>	<p>Rehearse, sing and play a range of music as appropriate to the musical situation.</p> <p>Suggest, follow and lead simple performance directions.</p> <p>When singing and playing, show musical quality – including technical accuracy, clear starts and ends of pieces/phrases, etc.</p> <p>When working with others, listen to and show respect for their work, ideas and suggestions</p>	<p>Sing and play music from a range of styles, genres, cultures and historical periods and for different musical challenges.</p> <p>In performance and rehearsal, show increasing confidence, expression, skill and level of musicality and an ability to take on different roles.</p> <p>Make good use of rehearsals to develop musical quality by picking out areas which need improving and suggesting improvements.</p> <p>Adjust a part when working as a musician with others (e.g. being quieter / louder when appropriate).</p>

<p><b><u>Listening and responding</u></b></p> <p><b>NC Coverage KS1:</b> Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p><b>NC Coverage KS2:</b> Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p>	<p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Respond to music through movement.</p> <p>To communicate the emotional effect of music (e.g. through words “This is happy/sad/funny music’ or facial expressions).</p>	<p>Listen carefully to a variety of live and recorded music with good concentration.</p> <p>Make statements and observations about the music and provide personal responses through movement, sound and other creative media. (e.g. drawing, colouring, talking, acting, dancing, waving scarves)</p> <p>Make comments and suggestions about their own work and other children’s work in music</p>	<p>Listen carefully to live and recorded music from widening range of influences.</p> <p>Communicate personal ideas, thoughts and feelings through simple musical demonstration (e.g. playing or singing), language, movement and other art forms, giving some reasons for these responses.</p> <p>Make sensible comments about their own and others’ work, suggesting ways to improve it.</p> <p>Accept feedback and suggestions from others about my performances.</p>	<p>Listen carefully to and evaluate a range of live and recorded music from different traditions, genres, styles and times and respond appropriately to the context.</p> <p>Notice details about different aspects of music and communicate thoughts and feelings through discussion, movement, sound-based and other creative responses including the visual arts.</p> <p>Give opinions about their own and others’ music sensibly and justify these well.</p> <p>Pick out strengths and weaknesses their own and other’s work.</p> <p>Make specific comments and justify these well.</p>
<p><b><u>Using symbols and notation</u></b></p> <p><b>NC Coverage KS1:</b> Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p><b>NC Coverage KS2:</b> Use and understand staff and other musical notations.</p>		<p>Recognise rhythmic patterns found in speech, e.g. chanting names, counting syllables in words etc.</p> <p>Use graphic notations which include signs to show pitch.</p>	<p>Identify some notes on a staff</p> <p>Begin to recognise note values (lengths) (crotchets, quavers, semibreves, minims)</p> <p>Begin to recognise rest values (lengths).</p> <p>Begin to explore different time signatures and tempos</p>	<p>Identify notes on a staff and recognise note and rest values and use this knowledge to read, play and compose music (crotchets, quavers, semibreves, minims).</p> <p>Explore different time signatures and tempos and explain why they might have been chosen by their composer.</p>
<p><b><u>Musical Vocabulary</u></b></p>	<p>Pulse/beat Rhythm Pitch Structure Dynamics Timbre Texture Tempo Melodic shape Genre Instrument</p>	<p>Bars Beat/Pulse Body percussion Orchestra Brass family Woodwind Percussion String family Pitch Rhythm Round Tempo Melody Crescendo Echo-playing Tuned instruments Untuned instruments</p> <p><b>Topic-specific musical vocabulary to be detailed in MTPs.</b></p>	<p>Verse and Chorus Arrangement Chants Chord Treble Clef Call and response Note lengths: semibreve, minim, crotchet, quaver, semiquaver Rest values: semibreve, minim, crotchet, quaver, semiquaver Middle C Drone Dynamics Harmony Genre Major and Minor Octave Pentatonic scale Staff notation Stave Time signature / metre Score Syncopation Improvisation/ Improvise</p>	<p>Chord progression Interval Texture Accelerando Adagio Allegro Decrescendo Pianissimo Piano Mezzo Piano Mezzo forte Forte Fortissimo Legato Pizzicato Rallentando Staccato</p> <p><b>Topic-specific musical vocabulary to be detailed in MTPs.</b></p>

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