MUSIC PROGRESSION: KNOWLEDGE AND SKILLS

	Early Learning Goals	3 and 4 year olds will:	Reception will:
Expressive Arts and Design	Children at the expected level of development will: ● Invent, adapt and recount narratives and stories with peers and their teacher. ● 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.	● Listen with increased attention to sounds – listen whilst moving to music. ● Play sound-matching games ● Respond to what they have heard – recognising sounds, expressing their feelings about music, moving expressively to music. ● Remember and sing entire songs – using a limited pitch range ● Use their singing voice rather than their shouting voice. ● Sing the melodic shape of a melody by copying. ● Clap or tap to the pulse of songs and music. ● Play instruments with increasing control	● Listen attentively, move to and talk about music, expressing their feelings and responses. ● Sing in a group or on their own. ● Increasingly matching the pitch and following the melody. ● Join in with call and response songs ● Explore and engage in music making, performing solo or in groups ● Aim to keep a steady beat – tapping knees, other body percussiondancing in time or using instruments (like rhythm sticks and shakers) ● Move in different ways to match the mood and style of the music. ● Understand simple concepts of pitch, pulse, tempo and dynamics (not the terms but how to sing loud/ soft/ fast/ slow/ high/ low etc)
Key Vocabulary	Beginning links to the interrelated dimensions of music at KS1/2 – *children begin to understand how music is created and communicated*	Children respond to these words in practical activities: (Tempo): **fast and slow** (Dynamics): **loud and quiet**	Pitch: high and low (some medium) Tempo: fast and slow Dynamics: loud and quiet Duration: rhythm, beat and pulse Pitch: high and low

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Music Skills and Knowledge Progression						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use voices	• Use voices by confidently singing songs/chants/ rhymes - sing with some shape of the melody (high, middle, low pitch • Year 2 - use Curwen hand signals for Mi, So and La when singing. • Explore different voices - whisper/ shout/ sing/ thinking • Use voices to explore dynamics - loud and soft. • Perform songs using voices and bodies with expression.		• Sing sounds in unison with increasing clear direction, control of pitch and musical expression. • Begin to understand the importance of diction/ clarity in singing. Understand how mouth shapes can affect voice sounds. • Sing with confidence from memory with accurate pitch, and some ability to internalise sounds ("thinking voice") • Sing with a wider vocal range.		• Sing sounds in unison with breath control and control of pitch. • Perform songs with an awareness of the meaning of the words and expression. • Show an awareness of musical phrasing. • Sing significant parts from memory with confidence and in tune. • Sing confidently as a class, in small groups or alone. (some children) • Sing a harmony part accurately.	
Play and perform (instruments/ notation)	• Know the names of classroom percussion and how to hold and play them. • Explore the sounds that different instruments make, and use symbols to represent them (shake/ tap/ scrape etc) • Play un-tuned instruments, playing simple rhythms and ostinato patterns • Begin to notate the rhythms we say and play using ta/ te-te and Sh. • rehearse and perform with others - keeping to a steady pulse/ beat,		• Play tuned and un-tuned instruments with control and an awareness of the beat, such as chime bars, glockenspiels and all the instruments used in Y2. • Learn all 7 notes on the chime bars/ glocks (Y3) and then the white keys on the keyboard (Y4), and perform simple pieces in small groups, using a mix of melodies and triads (3 note chords). Use note names to perform from. • Perform from simple rhythm grids and graphic scores, using body percussion and instruments. • Practice and rehearse performances with an awareness of audience.		• Play tuned and un-tuned instruments with control and rhythmic accuracy, such as keyboard, djembes and other percussion. • Performing varied rhythm patterns on a range of percussion instruments, reading rhythm grids. • Learning to read staff notation (treble clef) and using this to perform simple pieces on the keyboard, in small groups and solo. • Practice, rehearse and present performances with an awareness of audience. • Notate rhythms using crotchet, quaver, semiquavers and minims and semibreves, plus crotchet rests.	

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	play the beat or the rhythm using our bodies and simple instruments.	• Recognise, perform and notate rhythms using ta, te-te and ta-a/ crotchet, quavers, minims.(plus rests)	• Maintain a part whilst performing as part of a group, with awareness of other performers - playing chord progressions.
Experiment/ create/ improvise/ compose	• Explore, choose and organise sounds and musical ideas • Compose new song lyrics to existing songs. • Experiment performing songs and music together - exploring body movements to a steady beat • Follow and create basic graphic scores, with a sense of simple structure (beginning, middle, end) • Create musical patterns - ostinato patterns, using voices, body percussion and instruments	• Improvise, rhythmically and melodically, on tuned instruments or with their bodies and percussion. • Explore sounds and create rhythm patterns within a simple phrase structure. • Create textures by combining body percussion and vocal sounds in different ways. • Improvise simple tunes based on a minor pentascale in Y3 and a pentatonic scale in Y4. • Compose a soundtrack to an animation using notes from the pentatonic scale - considering structure, texture and timing. (Y4)	• Improvise, developing rhythmic and melodic material when performing • Explore, choose, combine and organise ideas within simple musical structures, such as a 12 Bar Blues or 4 chord progressions. • Experiment with rhythm patterns and percussion timbres to compose a piece with different layers – (Y5) • Use music technology to compose music: Y5: Chrome Music Lab - layering drum ostinato plus melodic riffs or chords. Y6: CML - 3 layers of drums, chords and melody. Progress to Garageband: layering a mix of loops, composing drum beats and improvising vocal ideas over the top.
Listen/ Appraise/ Appreciate	• Explore and express their ideas and feelings about music - giving their opinions on what they hear. • understand/ use musical language and words linked to: pitch, rhythm, beat, tempo, dynamics when describing music they hear. • Make improvements to their own work after watching/ listening to it.	• Explore own opinions and feelings about music using expressive language and musical vocabulary • Improve their own work and that of others, when listening and watching back. • To listen with detail, to internalise and recall sound with increasing aural memory - pitch and rhythm.	• Explore and explain own opinions and feelings about music using expressive language and musical vocabulary • Improve their own work and that of others in relation to its intended effect • To listen with attention to detail, to internalise and recall sound with increasing aural memory - pitch, rhythm and words.

MUSIC PROGRESSION: KNOWLEDGE AND SKILLS

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- Listen with concentration, internalise and recall sound with increasing aural memory (clapping rhythms/ singing pitch patterns)
- Listen to different genres of music and begin to think about how music is used for particular purposes.

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- Begin to recognise how musical elements : pitch, duration, dynamics, tempo, timbre, texture and silence can be used to communicate different moods and effects
- Begin to recognise music from different countries, as well as different instruments used.

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- Recognise how musical elements : pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structure and used to communicate different moods and effects - appraise the music they hear using language linked to the elements.
- Recognise music from different periods/ composers/ countries, as well as different instruments used - begin to show an understanding of how music has changed over time.

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<tr><td>Key Vocabulary (cumulative)</td><td>Pitch – high/ low/ medium

Rhythm – ta/te-te

Beat/ Pulse

Tempo – fast/ slow

Dynamics – loud/ quiet

Percussion – tambourine, triangle, drum, woodblock, maraca, guiro, claves, shaker

Conductor</td><td>Year 1 words, plus:

Rest (sh)

Mi, So, La to describe pitch

Ostinato

Call and Response

Timbre - the sounds of the different instruments</td><td>KS1 words, plus:

Rhythm – ta-a, crotchet, quaver, minim, bar

Dynamics – volume

Note names: A - G, Triad/ chord
Scale

Orchestra

Percussion: Cymbals, bass drum, chime bars, glockenspiel

Woodwind: Flute, clarinet, oboe,</td><td>As before, plus:

Melody/ tune

Texture – 2 part, canon, thick, thin

Timbre

Structure

Keyboard note names

Pentatonic

Scale

Improvise

Soundtrack</td><td>As before, plus:

Harmony

Rhythms: minim, crotchet, quaver, semiquaver, semibreve.

Treble Clef: plus note names

African Music: cyclic, djembe, break and polyrhythms

Call and response</td><td>As before, plus:

Riff

Structure: Chorus, Verse, Intro, Outro, Bridge,

Chords - major/ minor/ triad, 12 Bar Blues,

Blues Scale, flats and sharps</td></tr>
<tr><td colspan="4"></td><td colspan="2">Musical styles, composers and genres, over 2 year cycle:</td></tr>
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			bassoon, saxophone, recorder Brass: trumpet, trombone, French horn, tuba Strings: violin, viola, double bass, cello, guitar Compose/ Improvise		Opera, Jazz, Pop, Minimalism, Baroque, Classical, Romantic, Film Music, Impressionism, Ballet, Motown/ Soul/ Funk, Rock, Indian, Rap JS Bach, Mozart, Joseph St George de Bologne, Clara Schumann, Duke Ellington, Lennon and McCartney, John Cage, Lennon and McCartney, Stevie Wonder, Zoe Keating, Anoushka Shankar, Lady Gaga. Barbara Strozzi, Beethoven, Florence Price, Louis Armstrong, John Williams, Steve Reich, Joseph Shabalala, David Bowie, Errollyn Wallen, Alicia Keys, Stormzy. Year 5 and 6 also listen to music of the week during singing assembly.
	Year 1 and 2 listen to the music of the week during Singing Assembly, Plus we regularly use music to move,/ dance to, tap and clap to (finding the beat), and imagine about – from a variety of genres and styles.		Year 3 and 4 have a term of a listening challenge: Music Around the World. They also listen to the music of the week during Singing Assembly The music is for them to respond to, physically and emotionally. They use their imaginations to describe what pictures the music creates in their minds, as well giving their opinions and using their knowledge of instruments and the interrelated dimensions. Also deciding where in the world they think the music might be from.		