

Progression of Skills: Music

The document below has been designed to show how we will cover all of the relevant music knowledge and skills across our school. The context in which these are taught is left to the discretion of teachers, where possible trying to match the content to their year group's topic.

EYFS - We have selected the Early Learning Goals that link most closely to the Music National Curriculum	
Understanding the World (People and Communities)	Understanding the World (The World)
<ul style="list-style-type: none">• Children talk about past and present events in their own lives and in the lives of family members.• Children know about similarities and differences between themselves and others, and among families, communities and traditions.	<ul style="list-style-type: none">• Children know about similarities and differences in relation to places, objects, materials and living things.• Children talk about the features of their own environment and how environments might vary from one another.

KS1 National Curriculum Expectations	KS2 National Curriculum Expectations
<p>Pupils should be taught to:</p> <ul style="list-style-type: none">• 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.	<p>Pupils should be taught about:</p> <ul style="list-style-type: none">• 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.

Yr	Listening	Musical Activities	Perform and Share	Vocabulary
1	<ul style="list-style-type: none"> Find the pulse Recognise and name at least two instruments they hear in a song (drum, guitar, voice, decks) 	<ul style="list-style-type: none"> March in time with the pulse Copy back a rhythm Create a rhythm for others to copy Sing and rap in time to the music Begin to lead groups that are singing and rapping Sing together and in time, in different styles e.g. Blues, Baroque, Latin, Folk, Funk Play instrumental parts accurately and in time Play an increasing number of notes: C, D, and F (+ E for some) Begin to understand that pitch is high and low sounds 	<ul style="list-style-type: none"> Improvise as part of the performance Improvise using words Compose simple melodies using simple rhythms Perform as part of a group Share opinions and feelings about a performance 	<ul style="list-style-type: none"> Begin to understand and use vocabulary such as: pulse, rhythm, pitch, rap, improvise, compose, audience, melody, perform, singers, groove Begin to recognise and name instruments such as: bass guitar, drums, decks, keyboard, percussion, trumpets, saxophones Begin to recognise and name music styles such as: Blues, Baroque, Latin, Folk, Funk
2	<ul style="list-style-type: none"> Find the pulse in a song Recognise and name at least two instruments they hear in a song (keyboard, bass, drums, electric guitars, saxophone, trumpets, vocals, percussion, glocks) Understand that songs have a musical style 	<ul style="list-style-type: none"> March in time with the pulse Know that the rhythm is different to the pulse Copy and clap back rhythms Create simple rhythms Recognise that songs sometimes have question and answer section and a chorus Play instrumental parts accurately and in time Play an increasing number of notes: A, C, D, E, F, G Add high and low notes to a pulse and rhythm Sing and rap together in time 	<ul style="list-style-type: none"> Improvise in lessons and performances Compose a simple melody using simple rhythms, and use as part the performance Perform as part of a group Share opinions and feelings about a performance 	<ul style="list-style-type: none"> Begin to understand and use vocabulary such as: pulse, rhythm, pitch, improvise, compose, audience, melody, dynamics, tempo Begin to recognise and name instruments such as: keyboard, bass, drums, electric guitars, saxophone, trumpets, percussion vocals, glocks) Begin to recognise and name music styles such as: South African music, Rock, Reggae

	Listening	Musical Activities	Perform and Share	Vocabulary
3	<ul style="list-style-type: none"> Identify the piece's structure: Introduction, verse, chorus Identify the instruments and voices in a piece Identify the themes in a piece (for example kindness, friendship) Explain how the words of a song tell a story Find the pulse Begin to identify changes in tempo and dynamics 	<ul style="list-style-type: none"> Copy back, play, invent rhythmic and melodic patterns (warm up) Begin to read notes: C, D, E, F Sing in two parts Learn to play a range of tunes Play instrumental parts accurately and in time Begin to play short parts by ear Use glocks and/or recorders to complete activities 	<ul style="list-style-type: none"> Improvise in lessons and as part of the performance. Compose a simple melody using simple rhythms, and use it as part the performance Contribute to a performance by singing, playing an instrumental part, improvising or playing their composition. Perform confidently Share opinions and feelings about a performance 	<ul style="list-style-type: none"> Understand and use vocabulary with increasing confidence: structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, tunes, pentatonic scale Recognise and name a wider range of instruments Begin to recognise and name music styles such as: R&B, reggae, disco
4	<ul style="list-style-type: none"> Identify the piece's structure: Introduction, verse, bridge, chorus Identify the instruments and voices in a piece Identify themes in a piece of music Find the pulse Increasingly, identify changes in tempo and dynamics 	<ul style="list-style-type: none"> Copy back, play, invent rhythmic and melodic patterns (warm up) Read notes with increasing confidence Sing in unison and in parts Play instrumental parts accurately and in time Play parts by ear Begin to play parts by ear and from notation Learn to play some tunes by heart 	<ul style="list-style-type: none"> Improvise in lessons and as part of the performance. Compose a simple melody using simple rhythms, and use it as part the performance Contribute to a performance by singing, playing an instrumental part, improvising or playing their composition. Perform confidently Share opinions and feelings about a performance Explain what could be improved in a performance 	<ul style="list-style-type: none"> Understand and use vocabulary with increasing confidence: structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, tunes, pentatonic scale Recognise and name a range of instruments Begin to recognise and name music styles such as: Pop Music

Yr	Listening	Musical Activities	Perform and Share	Vocabulary
5	<ul style="list-style-type: none"> Identify the piece's structure: Introduction, verse, chorus, bridge, solo Recognise 8 bars Recognise repetition Identify the instruments and voices in a piece Find the pulse Begin to identify changes in tempo, dynamics and texture 	<ul style="list-style-type: none"> Copy back rhythm and pitch (warm up) Sing in unison and in parts Play a range of tunes by heart Play instrumental parts with the music by ear Play parts by ear and from notation Read notes confidently Play instrumental parts accurately and in time as part of the performance 	<ul style="list-style-type: none"> Improvise in a given style e.g. Swing, Bossa Nova Compose a simple melody using simple rhythms, and use it as part the performance Contribute to a performance by singing, playing an instrumental part, improvising or playing their composition. Perform confidently Share opinions and feelings about a performance Explain what could be improved in a performance 	<ul style="list-style-type: none"> Understand and use vocabulary such as: structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, riff, hook, improvise, compose, Recognise and name instruments such as: lead vocal, electric guitar, bass guitar, drums, keyboard, lops, samples, decks, scratching, rapper, synthesizer, trombone, sax, trumpet, brass Recognise and name music styles such as: Rock, Swing, Jazz, Pop, Ballads, Old School Hip Hop, Motown
6	<ul style="list-style-type: none"> Identify the piece's structure Recognise 8 bars Recognise repetition Identify the instruments and voices in a piece Find the pulse Begin to identify changes in tempo, dynamics and texture 	<ul style="list-style-type: none"> Copy back rhythm and pitch (warm up) Sing in unison and in parts Play a range of tunes by heart Play instrumental parts with the music by ear Play parts by ear and from notation Read notes confidently Play instrumental parts accurately and in time as part of the performance 	<ul style="list-style-type: none"> Improvise in a given style e.g. Swing, Bossa Nova Compose a simple melody using simple rhythms, and use it as part the performance Contribute to a performance by singing, playing an instrumental part, improvising or playing their composition. Perform confidently Share opinions and feelings about a performance Explain what could be improved in a performance 	<ul style="list-style-type: none"> Understand and confidently use vocabulary associated with music, and introduced/used in other years Recognise and name music styles such as: Soul, Blues, Jazz, Classical,