Mary Deans Primary School

Knowledge and Skills Progression in Music

September 2021

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| --- | --- | --- | --- | --- | --- | --- |
| Singing and Performing – NB mixed classes. Differentiated activities Y2 building on Y1 etc | | | | | | |
| Foundation | Year 1 | Year 2 | Year 3 | Tear 4 | Year 5 | Year 6 |
|  | Use voices expressively when singing and chanting.  Singing songs from memory understanding how pitch is in steps and leaps.  Maintain a steady beat on tuned and untuned instruments  Copy back short rhythmic and melodic phrases.  Respond to simple musical direction eg tempo and dynamic changes.  Perform from graphic notation and begin to recognize some standard rhythmic symbols.  Perform with an awareness of an audience, including recordings. | Using the voice expressively and responding to direction including tempo and dynamics.  Singing songs from memory using dynamics.  Maintain a part as part of a group when singing or playing.  Recognise and play some simple written rhythmic patterns.  Play tuned and untuned instruments showing an understanding of pulse.  Follow musical direction responding to changes in tempo and dynamics.  Perform expressively adapting performances to an audience.  Understand how recordings can help improve performances and know how to produce a good performance. | Singing songs with a variety of musical styles with accuracy and control, developing diction and phrasing.  Singing and playing in time with peers with awareness of own part.  Perform from graphic and basic staff notation, showing an understanding of how rhythm and pitch are interlinked.  Begin to use formal music terminology. | Singing song with a variety of styles showing understanding of good posture, diction and phrasing. Use dynamic control when performing  Singing and playing in time with peers, with accuracy and awareness of their part in the group performance.  Playing simple melody parts on tuned instruments showing understanding of changes in pitch.  Playing more complex rhythms by ear.  Performing from graphic and basic staff notation, identifying symbols and using music terminology. | Singing songs in 2 or more parts in a variety of styles from memory, with accuracy control and expression.  Perform with accuracy from basic staff notation.  Play a simple chord progression with accuracy and fluency.  Perform as solo, paired, group or whole class with awareness of their audience. | Singing songs in 2 or more parts in a variety of styles from memory, with accuracy control and expression.  Perform with accuracy from staff notation, noting expression symbols.  Play a chord progression with accuracy and fluency.  Perform as solo, paired, group or whole class with awareness of their audience. |
| Listening and Appraising – Listening to a range of high-quality live and recorded music. | | | | | | |
|  | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  | Demonstrate and understanding of pulse when listening to live and recorded music.  Describe the ‘mood’ or character of a piece of music.  Understand that different types of sounds are called timbres.  Move expressively to a piece of music.  Recognise simple changes in pitch, dynamics and tempo when listening.  Begin to understand that some music was written a long time ago and begin to see in a historical context.  Describe the differences between two pieces of music  Express an opinion about music they hear.  (Like/dislike). | Recognise timbre changes in music they listen to.  Recognise structural features in music they listen to.  Recognise and name some familiar instruments.  Use musical vocabulary to describe what they hear eg pitch, beat, pule, timbre, forte, piano etc  Identify melodies that move in steps and leaps.  Begin to place some types of music in a historic context.  Express opinions on music they hear. | Discuss the stylistic features of different genres and artists.  Discuss styles, traditions of music (Reggae, classical, R&B, musicals, ballads and folk).  Understand that music from different parts of the world and different times have different features.  Begin to use musical vocabulary to describe what they hear.  Describe the timbre, dynamic and textural details of a piece of music, both verbally and through movement. | Discuss the stylistic features of different genres and artists.  Discuss styles, traditions of music (Reggae, classical, R&B, musicals, ballads and folk).  Understand that music from different parts of the world and different times have different features.  Use musical vocabulary to describe what they hear.  Describe the timbre, dynamic and textural details of a piece of music, both verbally and through movement. | Begin to recognise and describe the stylistic features of different styles of music.  Describe these styles and traditions in a historical context.  (1950-present rock and pop, classical, world folk, blues and Jazz).  Comparing, discussing and evaluating music using musical vocabulary.  To understand the various settings used for different types of performances.  To express personal opinions on various pieces of music. | Recognise and describe the stylistic features of different styles of music.  Describe these styles and traditions in a historical context.  (1950-present rock and pop, classical, world folk, blues and Jazz)  Comparing, discussing and evaluating music using musical vocabulary.  To understand the various settings used for different types of performances and how sound is affected by these choices.  To express personal opinions on various pieces of music. |
| Listening with attention to detail and recall sounds with increasing accuracy. | | | | | | |
|  | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  | Listening to and repeating short, simple rhythmic and melodic patterns.  Listening and responding to other performers by playing as part of a group. | Listening to and repeating short rhythmic patterns and melodies by ear.  Suggest improvements to own and others’ work. | Begin to use musical vocabulary when discussing improvements to their own and others’ work. | Begin to use musical vocabulary when discussing improvements to their own and others’ work. | Develop confidence when using musical vocabulary to discuss their own and others’ work. | Use musical vocabulary with confidence when discussing their own and others’ work. |
| Composing and improvising – Create sounds and music using the interrelated dimension of music. | | | | | | |
|  | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  | Select instruments to describe a character using voices and untuned classroom instruments.  Combine vocal and instrumental sounds in a given structure.  Create simple melodies using a few notes showing understanding of high and low.  Choose dynamics, tempo and timbre for a piece of music.  Create and use a graphic score to represent a composition.  Begin to make improvements to their work as suggested.  Use ICT to begin to structure their own work. (musiclab) | Select instruments, vocal sounds and body percussion to describe a character or setting.  Combine vocal and instrumental patterns to a given structure in groups, pairs and individually.  Create longer rhythmic sequences.  Create short melodic patterns.  Choose appropriate dynamics, tempo and timbre for a piece of music.  Use graphic notation and some standard notation to represent the details of their composition.  Begin to suggest improvements to own and others’ work.  Use ICT to begin to structure their own work. (musiclab) | Use rhythm notation to compose sequences.  Use improvisation to create melodic phrases.  Use improvisation to create syncopated rhythms.  Begin to combine rhythmic notation and letter names to create a short piece (in groups or pairs)  Use ICT to begin to structure patterns of sound.  (Incredibox) | Use rhythm notation to compose longer sequences.  Use improvisation to create melodic phrases.  Use improvisation to create syncopated rhythms.  Begin to combine rhythmic notation and letter names to create a short piece (in groups or pairs).  Use ICT to structure patterns of sound.  (Incredibox) | Use knowledge of chords to understand and structure a piece of music (Blues/Jazz)  Use notation to create a melody line in groups or pairs. (Blues/Jazz)  Write lyrics to match a composed rhythm/melody (pairs/groups/individuals).  Use improvisations to assist composing.  Use dynamics and other known expression marks in own compositions.  Use ICT to create compositions individually or in pairs. (Garage Band) | Use knowledge of chords to understand and structure a piece of music (Blues/Jazz).  Use notation to create a melody line in groups or pairs. (Blues/Jazz)  Write lyrics with attention to phrasing and rhyme to match a composed rhythm/melody (pairs/groups/individuals).  Use improvisations to assist composing.  Use dynamics and other known expression marks in own compositions.  Use ICT to create more complex layered compositions individually or in pairs. (Garage Band) |