



Castleton CE Primary School

Music

Knowledge & skills progression document

Performing Music

EYFS (Reception)	KS1 Skills	Year 1	Year 2	KS2 Skills	Year 3	Year 4	Year 5	Year 6
Expressive Arts and Design – Exploring and using media and materials 40 - 60 months Begins to build a repertoire of songs and dances. ELG: Children sing songs, make music and dance, and experiment with ways of changing them	Use voices expressively	Use voices in different ways such as speaking, singing and chanting	Use voices expressively and creatively. To sing with the sense of shape of the melody	Sings songs in unison and two parts	To sing in unison, becoming aware of pitch.	To sing in unison maintaining the correct pitch and using increasing expression.	To sing in unison with clear diction, controlled pitch and sense of phrase.	To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase.
	Play tuned and untuned instruments	To create and choose sounds. To perform simple rhythmical patterns, beginning to show an awareness of pulse.	To create and choose sounds for a specific effect. To perform rhythmical patterns and accompaniments, keeping a steady pulse.	To play tuned and untuned instruments with control and accuracy	To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes.	To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics.	To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression.	To play and perform with accuracy, fluency, control and expression
	Rehearse and perform with others	To collaborate with others in small group activities and whole class	To collaborate with others in small group activities and whole class	To practise, rehearse and present performances with an awareness of the audience	To collaborate with others in small group activities and whole class	To collaborate with others in small group activities and whole class	To collaborate with others in small group activities and whole class	To collaborate with others in small group activities and whole class

	<p>performance using instruments or voice.</p> <p>Display self-control, good listening skills and understand what it means to be part of a quality audience.</p>	<p>performance using instruments or voice.</p> <p>Display self-control, good listening skills and understand what it means to be part of a quality audience.</p>		<p>performance using instruments or voice.</p> <p>To think about the audience when performing and how to create a specific effect.</p> <p>Display self-control, good listening skills and understand what it means to be part of a quality audience.</p>	<p>performance using instruments or voice.</p> <p>To think about the audience when performing and how to create a specific effect.</p> <p>Display self-control, good listening skills and understand what it means to be part of a quality audience.</p>	<p>performance using instruments or voice.</p> <p>To think about the audience when performing and how to create a specific effect.</p> <p>Display self-control, good listening skills and understand what it means to be part of a quality audience.</p>	<p>performance using instruments or voice.</p> <p>To think about the audience when performing and how to create a specific effect.</p> <p>Display self-control, good listening skills and understand what it means to be part of a quality audience.</p>
<p>To listen with concentration and recall sounds with increasing aural memory</p>	<p>To begin to identify simple repeated patterns and follow basic musical instructions</p>	<p>To identify and recognise repeated patterns and follow a wider range of musical instructions</p>	<p>To listen with attention to detail and to internalise and recall sounds</p>	<p>To listen with attention and begin to recall sounds.</p>	<p>To listen to and recall patterns of sounds with increasing accuracy.</p>	<p>To listen to and recall a range of sounds and patterns of sounds confidently.</p>	<p>To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence.</p>

Composing Music

EYFS (Reception)	KS1 Skills	Year 1	Year 2	KS2 Skills	Year 3	Year 4	Year 5	Year 6
<p>Expressive Arts and Design – Exploring and using media and materials</p> <p>40 - 60 months Explores the different sounds of instruments.</p> <p>ELG: Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p>Expressive Arts and Design – Being Imaginative</p> <p>ELG: Children represent their own ideas, thoughts and feelings through music</p>	<p>Create musical patterns</p> <p>Explore, choose and organise sounds and musical ideas</p>	<p>To know about and experiment with sounds.</p>	<p>Repeat short rhythmic patterns</p> <p>Repeat short melodic patterns.</p>	<p>Improvise, developing rhythmic and melodic material when performing</p> <p>Explore, choose, combine and organise musical ideas with musical structures</p>	<p>To create simple rhythmical patterns.</p> <p>Use a small range of notes to create a short melody.</p>	<p>To create rhythmical patterns.</p> <p>To create simple melodic patterns using an increased number of notes.</p>	<p>To create increasingly complicated rhythmic and melodic phrases within given structures.</p> <p>Use technology as appropriate to compose and perform.</p>	<p>To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures</p> <p>Use technology appropriate to compose and perform.</p>
		<p>To recognise and explore how sounds can be organised.</p> <p>To identify and organise sounds using simple criteria e.g. loud, soft, high low.</p>	<p>To begin to explore, choose and order sounds using the inter-related dimensions of music (*see below)</p>		<p>To begin to join simple layers of sound, e.g. a background rhythm and a solo melody.</p>	<p>To join layers of sound, thinking about musical dynamics of each layer and understanding the effect.</p>		

	To understand that sounds can be made in different ways and described using given and invented signs and symbols.	To begin to represent sounds with simple shapes and marks.	To confidently represent sounds with a range of symbols, shapes or marks.	To know that music is produced in different ways and described through relevant established and invented notations.	To begin to recognise simple notations to represent music, including pitch and volume.	To understand and begin to use established and invented musical notations to represent music.	To recognise and use a range of musical notations including staff notation.	To use and apply a range of musical notations including staff notation, to plan, revise and refine musical material.
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Appraising Music								
EYFS (Reception)	KS1 Skills	Year 1	Year 2	KS2 Skills	Year 3	Year 4	Year 5	Year 6
Expressive Arts and Design – Being Imaginative 40 -60 months Initiates new combinations of movement and gesture in order to express and respond to	Explore and express ideas and feelings about music using movement, dance and expressive and musical language	To talk about how music makes you feel or want to move. E.g. it makes me want to jump/sleep/shout etc.	To respond to different moods in music and explain thinking about changes in sound.	Analyse and compare sounds. Explore and explain ideas and feelings about music using movement, dance and expressive and musical language.	To explore and comment on the ways sounds can be used expressively.	To recognise and explore the ways sounds can be combined and used expressively and comment on this effect.	To describe, compare and evaluate different types of music beginning to use musical words including the inter-related dimensions of music.	To describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music.

feelings, ideas and experiences (Musical) ELG: Children represent their own ideas, thoughts and feelings through music	To make improvements to my own work	To think about and make simple suggestions about what could make their own work better. E.g.: play faster or louder.	To identify what improvements could be made to own work and make these changes, including altering use of voice, playing of and choice of instruments.	To reflect on and improve own and others work in relation to its intended effect	To comment on the effectiveness of own work, identifying and making improvements.	To comment on the effectiveness of own work, identifying and making improvements based on its intended outcome.	To comment on the success of own and others work, suggesting improvements based on intended outcomes.	To evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this alters the outcome.
	To know how music is used for particular purposes	To listen to a variety of short, simple pieces of music including music from other cultures, and talk about when and why they may hear it. E.g. a lullaby or wedding march.	To listen to a variety of music, including music from other cultures and discuss where and when they may be heard, explaining why using simple musical vocabulary. E.g. It's quiet and smooth so it would be good for a lullaby.	To understand how time and place can influence the way music is created	To listen to and begin to respond to music drawn from different cultures, traditions and great composers and musicians.	To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, cultures, great composers and musicians.	To listen to a range of high quality, live and recorded music from different traditions, cultures, composers and musicians and begin to discuss their differences and how music may have changed over time.	To develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed.

Applying Knowledge and Understanding of Music

EYFS (Reception)	KS1 Skills	Year 1	Year 2	KS2 Skills	Year 3	Year 4	Year 5	Year 6
<p>Expressive Arts and Design – Being Imaginative</p> <p>40 - 60 months Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences (Musical)</p> <p>ELG: Children represent their own ideas, thoughts and feelings through music</p>	<p>To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures</p>	<p>Understand and use musical terms, specifically: -Dynamics -Duration</p> <p>To begin to understand that musical elements can be used to create different moods and effects.</p>	<p>Understand and use musical terms, specifically: -Dynamics -Duration -Pitch</p> <p>To understand how musical elements create different moods and effects.</p>	<p>To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within musical structures and used to communicate different moods and effects.</p>	<p>Understand and use musical terms, specifically: -Dynamics -Duration -Pitch -Timbre</p> <p>To begin to understand how different musical elements are combined and used to create an effect</p>	<p>Understand and use musical terms, specifically: -Dynamics -Duration -Pitch -Timbre -Tempo</p> <p>To understand how different musical elements are combined and used expressively.</p>	<p>Understand and embed musical terms, specifically: -Dynamics -Duration -Pitch -Timbre -Tempo -Texture -Silence</p> <p>To begin to identify the relationship between sounds and how music can reflect different meanings.</p>	<p>Understand and master musical terms, specifically: -Dynamics -Duration -Pitch -Timbre -Tempo -Texture -Silence</p> <p>To identify and explore the relationship between sounds and how music can reflect different meanings.</p>

INTER-RELATED DIMENSIONS OF MUSIC

PULSE: the steady beat of a piece of a piece of music

PITCH: the melody and the way the notes change from low to high and vice versa.

RHYTHM: or duration is the pattern of long and short sounds in a piece of music

DYNAMICS: the volume of a sound, note or phrase - loud and soft

TEMPO: speed or pace of the music - fast and slow

TIMBRE: The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments)

TEXTURE: Layers of sound (number of instruments or voices playing together)

STRUCTURE: The way the music is laid out –e.g. verse, chorus, verse