

Music

Music Progression of Skills	EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
National Curriculum	Pupils should be taught to <ul style="list-style-type: none"> • Sing favourite and familiar songs (nursery rhymes) • Create movement to music • Tapping out simple rhythms • Explore different sounds with instruments 	Pupils should be taught to: <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 	Pupils should be taught to: <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. 	
Singing songs with control and using the voice expressively.	<ul style="list-style-type: none"> • To find their singing voice • To control the volume of sound • Sing to a simple rhythm (for example, along with a clap) • To make up simple songs 	<ul style="list-style-type: none"> • To find their singing voice and use their voices confidently. • Sing a melody accurately at their own pitch. • Sing with a sense of awareness of pulse and control of rhythm. • Recognise phrase lengths and know when to breathe. • Sing songs expressively. 	<ul style="list-style-type: none"> • Sing with confidence using a wider vocal range. • Sing in tune. • Sing with awareness of pulse and control of rhythm. • Recognise simple structures. (Phrases). • Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics. • Sing songs and create different vocal effects. 	<ul style="list-style-type: none"> • Sing songs with increasing control of breathing, posture and sound projection. • Sing songs in tune and with an awareness of other parts. • Identify phrases through breathing in appropriate places. • Sing with expression and rehearse with others. • Sing a round in two parts and identify the melodic phrases and how they fit together.

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		<ul style="list-style-type: none"> Follow pitch movements with their hands and use high, low and middle voices. Begin to sing with control of pitch (e.g. following the shape of the melody). Sing with an awareness of other performers. 	<ul style="list-style-type: none"> Understand how mouth shapes can affect voice sounds. Internalise sounds by singing parts of a song 'in their heads.' 	<ul style="list-style-type: none"> Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.
Listening, Memory and Movement.	<ul style="list-style-type: none"> To know 8 nursery rhymes by heart (50 things to do) To remember simple and well known songs Imitating movement in response to music Experiment with ways of creating their own movements Begin to build a repertoire of songs and dances 	<ul style="list-style-type: none"> Recall and remember short songs and sequences and patterns of sounds. Respond physically when performing, composing and appraising music. Identify different sound sources. Identify well-defined musical features. 	<ul style="list-style-type: none"> Identify melodic phrases and play them by ear. Create sequences of movements in response to sounds. Explore and chose different movements to describe animals. Demonstrate the ability to recognise the use of structure and expressive elements through dance. Identify phrases that could be used as an introduction, interlude and ending. 	<ul style="list-style-type: none"> Internalise short melodies and play these on pitched percussion (play by ear). Create dances that reflect musical features. Identify different moods and textures. Identify how a mood is created by music and lyrics. Listen to longer pieces of music and identify features.
Controlling pulse and rhythm	<ul style="list-style-type: none"> To tap out simple repeated rhythms 	<ul style="list-style-type: none"> Identify the pulse in different pieces of music. Identify the pulse and join in getting faster and slower together. 	<ul style="list-style-type: none"> Recognise rhythmic patterns. Perform a repeated pattern to a steady pulse. Identify and recall rhythmic and melodic patterns. 	<ul style="list-style-type: none"> Identify different speeds of pulse (tempo) by clapping and moving. Improvise rhythm patterns. Perform an independent part keeping to a steady beat.

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		<ul style="list-style-type: none"> • Identify long and short sounds in music. • Perform a rhythm to a given pulse. • Begin to internalise and create rhythmic patterns. • Accompany a chant or song by clapping or playing the pulse or rhythm. 	<ul style="list-style-type: none"> • Identify repeated patterns used in a variety of music. (Ostinato). 	<ul style="list-style-type: none"> • Identify the metre of different songs through recognising the pattern of strong and weak beats. • Subdivide the pulse while keeping to a steady beat.
Exploring sounds, melody and accompaniment.	<ul style="list-style-type: none"> • Exploring sounds of different instruments • Using everyday items to make music • Discriminating between sounds (for example, a bell or a rattle, high or low sound) – link to phonics 	<ul style="list-style-type: none"> • To explore different sound sources. • Make sounds and recognise how they can give a message. • Identify and name classroom instruments. • Create and chose sounds in response to a given stimulus. • Identify how sounds can be changed. • Change sounds to reflect different stimuli. 	<ul style="list-style-type: none"> • Identify ways sounds are used to accompany a song. • Analyse and comment on how sounds are used to create different moods. • Explore and perform different types of accompaniment. • Explore and select different melodic patterns. • Recognise and explore different combinations of pitch sounds. 	<ul style="list-style-type: none"> • Skills development for this element are to be found within ‘Control of instruments’ and ‘Composition’.
Control of instruments	<ul style="list-style-type: none"> • Using everyday items to make music • Exploring different instruments and manipulate to 	<ul style="list-style-type: none"> • Play instruments in different ways and create sound effects. • Handle and play instruments with control. • Identify different groups of instruments. 	<ul style="list-style-type: none"> • Identify melodic phrases and play them by ear. • Select instruments to describe visual images. • Choose instruments on the basis of internalised sounds. 	<ul style="list-style-type: none"> • Identify and control different ways percussion instruments make sounds. • Play accompaniments with control and accuracy. • Create different effects using combinations of pitched sounds.

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	<p>make a certain simple sound (for example, loud and quiet)</p> <ul style="list-style-type: none"> To use an instrument to a simple beat (phase 1 phonics) 			<ul style="list-style-type: none"> Use ICT to change and manipulate sounds.
Composition	<ul style="list-style-type: none"> Making up simple songs 	<ul style="list-style-type: none"> Contribute to the creation of a class composition. Basic skills developments for composition in KS1 are to be found within 'Exploring sounds'. 	<ul style="list-style-type: none"> Create textures by combining sounds in different ways. Create music that describes contrasting moods/emotions. Improvise simple tunes based on the pentatonic scale. Compose music in pairs and make improvements to their own work. Create an accompaniment to a known song. Create descriptive music in pairs or small groups. 	<ul style="list-style-type: none"> Identify different starting points or composing music. Explore, select combine and exploit a range of different sounds to compose a soundscape. Write lyrics to a known song. Compose a short song to own lyrics based on everyday phrases. Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition.
Reading and writing notation		<ul style="list-style-type: none"> Perform long and short sounds in response to symbols. Create long and short sounds on instruments. Play and sing phrase from dot notation. Record their own ideas. Make their own symbols as part of a class score. 		<ul style="list-style-type: none"> Perform using notation as a support. Sing songs with staff notation as support.
Performance skills	<ul style="list-style-type: none"> Capture experiences and responses with a range of media – music and dance 	<ul style="list-style-type: none"> Perform together and follow instructions that combine the musical elements. 	<ul style="list-style-type: none"> Perform in different ways, exploring the way the performers are a musical resource. 	<ul style="list-style-type: none"> Present performances effectively with awareness of audience, venue and occasion.

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	<ul style="list-style-type: none">• Imitate movement in response to music		<ul style="list-style-type: none">• Perform with awareness of different parts.	
Evaluating and appraising	<ul style="list-style-type: none">• To be able to receive and give praise for musical compositions (example – Nativity, shows in class, etc)	<ul style="list-style-type: none">• Choose sounds and instruments carefully and make improvements to their own and others' work.	<ul style="list-style-type: none">• Recognise how music can reflect different intentions.	<ul style="list-style-type: none">• Improve their work through analysis, evaluation and comparison.