


MUSIC





Our lady of the Rosary Catholic Primary School

MUSIC Knowledge & Skills Progression


ASPECT	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SINGING & PERFORMING 	<p>Sing in a group or on their own, increasingly matching pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>To know twenty nursery rhymes off by heart.</p> <p>To know the stories of some of the nursery rhymes.</p> <p>To learn that music can touch your feelings.</p>	<p>Sing and play simple chants and rhymes with expression, from memory and using simple notations as appropriate.</p> <p>Develop the ability to internalise a steady pulse BY 'singing' short extracts 'in your head'</p> <p>Begin to recognise rhythmic patterns found in speech and in music.</p> <p>Begin to identify high and low sounds and repeat them back.</p> <p>Sing collectively as a group. Respond to simple directions and counting in.</p>	<p>Sing new repertoire increasingly in tune within a limited pitch range. Pitch small intervals with a good degree of accuracy.</p> <p>Perform songs, chants and rhymes with a good sense of pulse and rhythm.</p> <p>Follow and lead simple performance directions, demonstrating understanding of these through singing, movement and playing.</p> <p>Sing short phrases independently.</p> <p>To know that unison is everyone singing at the same time.</p>	<p>Sing and play appropriate material confidently and fluently</p> <p>Be aware of posture when singing and playing.</p> <p>Use rehearsals to develop musical quality (clear starts, ends of pieces/phrases, technical accuracy)</p> <p>Coordinate words and actions when singing/moving to music.</p> <p>Suggest and try out suitable actions/movements.</p> <p>Experience singing canons and simple rounds.</p> <p>Demonstrate a good</p>	<p>Sing with an appropriate vocal range with clear diction, mostly accurate tuning and control of breathing.</p> <p>Maintain an independent part in a small group when playing or singing.</p> <p>Experiment vocally/instrumentally in drafting, rehearsing and performing situations using a wide range of stimuli.</p> <p>Learn repertoire/musical ideas in different ways as appropriate (aurally, copying or from simple notation)</p>	<p>Use voice, sounds, technology and instruments in creative ways and exploring new techniques.</p> <p>Maintain a strong sense of pulse and recognise when going out of time.</p> <p>Maintain good posture when singing/playing.</p> <p>Sing and play with increasing control, confidence, expression and fluency.</p> <p>Sing with an appropriate vocal range with clear diction, accurate tuning, control of</p>	<p>Maintain an independent part in a group or as a soloist when singing or playing.</p> <p>Explore harmonies and melodies through engaging as a musician.</p> <p>Experiment vocally/instrumentally in drafting, rehearsing and performing situations using a wide range of stimuli.</p> <p>Use rehearsal to develop musical quality, pointing out areas which need improving and offering strategies.</p> <p>Confidently sing</p>

	<p>To enjoy moving to music by dancing, marching, being animals or Pop stars-performing solo or in groups.</p> <p>To sing or rap nursery rhymes and simple songs from memory.</p> <p>To know that songs have sections.</p> <p>To sing along with a pre-recorded song and add actions.</p> <p>To sing along with the backing track.</p> <p>To know that performance is sharing music.</p> <p>Perform any of the nursery rhymes by singing and adding actions or dance.</p>	<p>Learn to start and stop singing when following a leader.</p>	<p>Songs include other ways of using the voice e.g. rapping (spoken word).</p> <p>To know why we need to warm up our voices.</p> <p>Learn to start and stop singing when following a leader.</p> <p>A performance is sharing music with an audience.</p>	<p>level of control and expression when singing.</p> <p>To know that singing in a group can be called a choir.</p> <p>To know that the or conductor is a person who the choir or group follow.</p> <p>To know that songs can make you feel different things e.g. happy, energetic or sad.</p> <p>To sing in unison and in simple two-parts.</p> <p>To follow a leader when singing.</p> <p>To enjoy exploring singing solo.</p> <p>To sing with awareness of being 'in tune'.</p> <p>To have an awareness of the pulse internally when singing</p>	<p>Know that singing in a group can be called a choir.</p> <p>Know that the leader or conductor is a person who the choir or group follow.</p> <p>Know that songs can make you feel different things e.g. happy, energetic or sad.</p> <p>To know about texture-how a solo singer makes a thinner texture than a large group.</p> <p>To sing in unison and in simple two-parts.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To enjoy exploring singing solo.</p> <p>To sing with awareness of being 'in tune'.</p> <p>To rejoin the song if lost.</p> <p>To listen to the</p>	<p>breathing and communicating an awareness of style.</p> <p>To choose a song and be able to talk about: Its main features Singing in unison, the solo, lead vocal, backing vocals or rapping. To know what the song is about and the meaning of the lyrics. To know and explain the importance of warming up your voice.</p> <p>To sing in unison and to sing backing vocals.</p> <p>To enjoy exploring singing solo. To listen to the group when singing. To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To experience</p>	<p>songs and their parts from memory, and to sing them with a strong internal pulse.</p> <p>To know about the style of the songs so you can represent the feeling and context to your audience.</p> <p>To choose a song and be able to talk about: Its main features. Singing in unison, the solo, lead vocal, backing vocals or rapping. To know what the song is about and the meaning of the lyrics.</p> <p>To sing in unison and to sing backing vocals.</p> <p>To experience rapping and solo singing.</p> <p>To follow a leader when singing.</p> <p>To listen to each</p>
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					group when singing.	rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'.	other and be aware of how you fit into the group. To sing with awareness of being 'in tune'. To demonstrate a good singing posture.
ASPECT	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p style="text-align: center;">PLAYING INSTRUMENTS</p> 	<p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>To know that we can move with the pulse of the music.</p> <p>Perform any nursery rhymes or songs adding a simple instrumental part.</p>	<p>Explore sounds and music through play.</p> <p>Join in and stop as appropriate.</p> <p>Contribute to performance on a range of given and chosen instruments.</p> <p>Begin to perform appropriate material with a good sense of pulse and rhythm.</p> <p>Play short pitched patterns on tuned instruments.</p> <p>Learn the names of the notes in their</p>	<p>Begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notation.</p> <p>Demonstrate awareness of others, recognise the importance of their own and others' contribution to when developing music.</p> <p>Learn the names of the notes in their instrumental part from memory or when written down.</p> <p>Know the names of untuned percussion instruments played in class.</p> <p>Treat instruments carefully and with</p>	<p>Create simple rhythmic patterns, melodies and accompaniments.</p> <p>Manipulate sounds, music and structures to explore changes to the 'inter-related dimensions' of music.</p> <p>Play the steady beat on percussion instruments.</p> <p>Copy back and improvise simple melodic patterns. GC GAC GAB CDEF G,A,B,C,D,E,F B,C,D,E,F,G To know the instruments used in class (a glockenspiel, a recorder).</p>	<p>Create short improvisations, arrangements and compositions from a broad range of given or chosen musical and non-musical stimuli.</p> <p>Organise music into simple structures showing awareness of the content and purpose.</p> <p>Copy back and improvise simple melodic patterns using the notes: E,F,G G,A G,A,B,C C,D,E,F,G To know the instruments used in class (a glockenspiel, recorder). To know other instruments they might play or be played in a</p>	<p>Use voice, musical instruments and music technology to experiment creatively with sounds, taking creative risks and justifying decisions.</p> <p>Work out and develop simple rhythmic, melodic and harmonic accompaniments and patterns (ostinato, pentatonic melodies).</p> <p>Show an awareness of how different parts fit together.</p> <p>Copy back and improvise simple melodic patterns using the notes: C Major B,A,G E,D,C,B,A,G,E C,Bb,F C,Bb,G,F,C GAF To know different</p>	<p>Demonstrate a good ability to plan, revise and refine material.</p> <p>Create increasingly more complex, effective and coherent improvisations, arrangements and compositions which respond appropriately to a range of given or chosen stimuli, showing consideration of musical structures.</p> <p>Copy back and improvise simple melodic patterns using the notes: C Major B,A,G E,D,C,B,A,G,E C,Bb,F C,Bb,G,F,C GAF To know different</p>


		<p>instrumental part from memory or when written down.</p> <p>Treat instruments carefully and with respect.</p> <p>Play a tuned instrumental part with the song they perform.</p> <p>Listen to and follow musical instructions from a leader.</p>	<p>respect.</p> <p>Play the part in time with the steady pulse.</p> <p>Listen to and follow musical instructions from a leader.</p>		<p>band or orchestra or by their friends.</p> <p>To listen to and follow musical instructions from a leader.</p>	<p>G,A,BC B,C,D,E,F,G A,G C,D,E,F,G,A F, G D,F,G,A</p> <p>To know different ways of writing music down – e.g. staff notation, symbols.</p> <p>To know the notes C, D, E, F, G, A, B + C on the treble stave.</p> <p>To know the instruments they might play or be played in a band or orchestra or by their friends.</p> <p>Play a musical instrument with the correct technique.</p>	<p>ways of writing music down – e.g. staff notation, symbols</p> <p>To know the notes C, D, E, F, G, A, B + C on the treble stave.</p> <p>To know the instruments they might play or be played in a band or orchestra or by their friends.</p> <p>Play a musical instrument with the correct technique.</p>
ASPECT	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>LISTENING & APPRAISING</p> 	<p>Listen attentively, move to and talk about music, expressing feelings and responses.</p>	<p>Listen with concentration, responding appropriately to a selection of sample of live and recorded music.</p> <p>Make statements</p>	<p>Listen with increased concentration, responding appropriately to a variety of live and recorded music.</p> <p>Make statements and observations about the music through</p>	<p>Listen to and compare a small repertoire of music.</p> <p>Consider and mimic sounds they hear, identify instruments or voices used and use musical language to</p>	<p>Listen to and compare an increasingly wide repertoire of music.</p> <p>Consider and mimic sounds they hear, identify instruments or voices used and use musical language to describe style, how</p>	<p>Listen to, think about and discuss a wide repertoire of music and offer suggestions about performance or the appropriateness of the accompaniment; become familiar with the sounds of</p>	<p>Listen to, think about and discuss a wide repertoire of music and offer suggestions about performance or the appropriateness of the accompaniment; become familiar with the sounds of</p>

	<p>To know that the words of songs can tell stories and paint pictures.</p> <p>Find the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse.</p>	<p>and observations about the music through movement.</p> <p>Name some common hand held instruments.</p> <p>To know 5 songs off by heart.</p> <p>To know what the songs are about.</p> <p>To know and recognise the sound and names of some of the instruments they use.</p>	<p>movement, discussion, sound based and other creative responses.</p> <p>Name an increasing number of hand-held instruments and recognise their sounds.</p> <p>To know some songs have a chorus or a response/answer part.</p> <p>To know that songs have a musical style.</p> <p>To learn how songs can tell a story or describe an idea.</p>	<p>describe style, how piece is structure (in terms of its beginning, middle and ending).</p> <p>Recognise how the inter-related dimensions of music can be used to create different moods and effects.</p> <p>Recognise the different instrumental families when watching musical performances and recognise the sounds they make.</p> <p>To confidently identify and move to the pulse.</p> <p>To think about what the words of a song mean.</p> <p>To take it in turn to discuss how the song makes them feel.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p>	<p>piece is structured (in terms of its beginning, middle and ending and the use of instruments and effects created).</p> <p>Listen with increasing concentration and describe how the inter-related dimensions of music can be used to create different moods and effects.</p> <p>To talk about some of the style indicators of that song (musical characteristics that give the song its style).</p> <p>To talk about the lyrics: what the song is about.</p> <p>To confidently identify and move to the pulse.</p> <p>To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).</p> <p>Talk about the music and how it makes them feel.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p>	<p>instruments.</p> <p>Recognise and name a growing number of individual instruments with instrumental families.</p> <p>Know some of the style indicators of songs (musical characteristics that give the songs their style).</p> <p>Know that the lyrics are what the songs are about.</p> <p>Know any musical dimensions featured in songs and where they are used (texture, dynamics, tempo, rhythm and pitch)</p> <p>Identify the main sections of songs (intro, verse, chorus etc.)</p> <p>Name some of the instruments they heard in songs</p> <p>Know the historical context of the songs.</p> <p>What else was going on at this time?</p>	<p>instruments.</p> <p>Listen to a range of songs and know the style of the songs and to name other songs in those styles.</p> <p>When listening to songs be able to talk about:</p> <p>The style indicators of the songs (musical characteristics that give the songs their style)</p> <p>The lyrics: what the songs are about.</p> <p>Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre).</p> <p>Identify the structure of the songs (intro, verse, chorus etc.)</p> <p>Name some of the instruments used in the songs.</p> <p>The historical context of the songs.</p> <p>What else was going on at this time, musically and historically?</p> <p>Know and talk about that fact that we</p>
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ASPECT	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p data-bbox="91 1098 264 1137">IMPROVISATION AND COMPOSING</p> 	<p data-bbox="293 938 461 1066">Encourage children to create their own music.</p> <p data-bbox="293 1106 461 1457">Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create</p>	<p data-bbox="483 938 685 1457">Encourage making, playing, changing and combining sounds; try out different ways of producing sounds with voice, musical instruments, simple music technology, 'body sounds' (tapping, clicking, marching, stamping etc).</p>	<p data-bbox="707 938 954 1066">Creatively experiment with different ways to produce and change sound.</p> <p data-bbox="707 1098 954 1289">Create, repeat, adapt and extend simple rhythmic and melodic patterns and words to given stimuli or in play context.</p> <p data-bbox="707 1321 954 1385">Create music as a response to a stimulus.</p> <p data-bbox="707 1417 987 1473">Use graphic symbols, dot notation and stick</p>	<p data-bbox="1010 938 1267 1161">Recognise and musically demonstrate awareness of a link between shape and pitch using graphic notations, physical movements etc.</p> <p data-bbox="1010 1193 1267 1417">Begin to recognise how short rhythmic patterns found in speech have a musical 'rhythm' and how this relates to basic symbols</p> <p data-bbox="1010 1449 1189 1473">Compose simple</p>	<p data-bbox="1290 938 1581 1297">Aurally identify, recognise, respond to and use musically basic symbols (standard and invented), including rhythms from standard notation (crotchets, quavers, minims, semibreves and crotchet rests) and basic changes in pitch within a limited range.</p> <p data-bbox="1290 1329 1559 1473">Talk about how it was created. Listen to and reflect upon the developing</p>	<p data-bbox="1615 108 1850 172">To think about the message of songs.</p> <p data-bbox="1615 212 1850 499">To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p data-bbox="1615 938 1861 1129">Use standard and invented notations as appropriate when working as a musician in a range of different contexts.</p> <p data-bbox="1615 1161 1861 1417">As appropriate, follow basic shapes of music (including standard and invented notation) through singing and playing short passages of music.</p>	<p data-bbox="1895 108 2141 172">each have a musical identity.</p> <p data-bbox="1895 212 2152 316">To identify and move to the pulse with ease.</p> <p data-bbox="1895 355 2141 643">To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p data-bbox="1895 683 2152 850">Talk about the music and how it makes you feel, using musical language to describe the music.</p> <p data-bbox="1895 938 2141 1098">Use standard and invented notations when working as a musician in a range of different contexts.</p> <p data-bbox="1895 1129 2141 1225">Explore the difference between major and minor.</p> <p data-bbox="1895 1257 2141 1457">Decode and encode short rhythmic patterns using standard and invented notation Make improvements to</p>

	<p>simple 2-note patterns to accompany the song.</p>	<p>Create patterns with rhythm and pitch.</p> <p>Learn how the notes of the composition can be written down and changed if necessary.</p> <p>Improvisation is about making up your own tunes on the spot.</p>	<p>notation to a simple record of composition.</p> <p>Improvisation is making up your own tunes on the spot.</p> <p>Use the improvisation tracks provided. Improvise using the three challenges:</p> <ol style="list-style-type: none"> 1. Clap and Improvise 2. Sing, Play and Improvise. 3. Improvise! <p>Help create three simple melodies with the Units using one, three or five different notes</p>	<p>rhythmic patterns using crotchets (walk), Paired quavers, minims (stride) and crotchet rests (shhhh).</p> <p>To know that Improvisation is making up your own tunes on the spot.</p> <p>Improvise using instruments in the context of the song they are learning to perform.</p> <p>To know that a composition is music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</p> <p>To know different ways of recording compositions (letter names, symbols, audio etc.)</p> <p>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and</p>	<p>composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p> <p>Combine rhythmic notation with letter names to create short pentatonic phrases.</p> <p>Structure musical ideas to create music that has a beginning, middle and end.</p> <p>Make improvements to own work, giving reasons for changes made.</p> <p>To know Improvisation is making up your own tunes on the spot.</p> <p>Improvise using instruments in the context of a song they are learning to perform.</p> <p>To know that a composition is music that is created by you and kept in some way.</p>	<p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</p> <p>Explain the keynote or home note and the structure of the melody.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p> <p>Compose music for a range of purposes, including using music to create specific</p>	<p>my own work, giving reasons using appropriate musical vocabulary.</p> <p>To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot.</p> <p>Improvise using instruments in the context of a song to be performed.</p> <p>To understand what composition is and that composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure. Know about notation: recognise the connection between sound and symbol.</p> <p>Create simple melodies using up to five different notes and simple rhythms.</p> <p>Explain the keynote or home note and</p>
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				tempo.	It's like writing a story. It can be played or performed again to your friends. To know different ways of recording compositions (letter names, symbols, audio etc.) Help create at least one simple melody using one, three or all five different notes.	effects, moods and atmospheres. To know improvisation is making up your own tunes on the spot. To know that if you improvise using the notes you are given, you cannot make a mistake. To know three well-known improvising musicians. Improvise using instruments.	the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).
ASPECT	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
MUSICAL ELEMENTS (Interrelated Dimensions) 	Explore and engage in music making and dance, performing solo or in groups.	<p>Keep a steady pulse.</p> <p>Recognise and repeat long and short sounds (by clapping) and know that this is the rhythm.</p> <p>Recognise, sing high and low pitched notes.</p>	<p>Respond to the pulse in recorded/live music through movement and dance.</p> <p>Recognise and clap long sounds and short sounds and simple combinations.</p> <p>Recognise, sing and play high and low pitched notes.</p> <p>Recognise the difference</p>	<p>Accurately maintain a pulse.</p> <p>Create simple rhythmic patterns, melodies and accompaniments.</p> <p>Change the speed of a steady beat, moving from fast to slow, slow to fast.</p> <p>Identify instruments playing loud dynamics when listening to the music.</p>	<p>Organise music into simple structures showing awareness of the content and purpose.</p> <p>Copy simple rhythm patterns by ear and using simple notation.</p> <p>Identify and explain what a melody is.</p> <p>Control the speed of a steady beat, getting faster and getting slower.</p>	<p>Recognise and move in times with the changing speed of a steady beat.</p> <p>Copy simple rhythm patterns created from semibreves, minim, crotchets, quavers, semi-quavers and crotchet rests.</p> <p>Change the speed of a steady beat, moving from fast to slow, slow</p>	<p>Create rhythm patterns by ear and using simple notation.</p> <p>Identify major and minor tonality by ear and from notation.</p> <p>Recognise the difference between the speed or a steady beat, a fast beat and a slow beat.</p> <p>Identify how dynamics</p>

			between pulse and rhythm.	Recognise the symbols for crotchets, quavers and crotchet rests. Find the Pulse. Rhythm Copy Back. Pitch Copy Back Using 2 Notes. Pitch Copy Back and Vocal Warm-ups.	Play and perform simple melodies using a small range of notes, following staff notation. Present a musical performance designed to capture the audience. To communicate the meaning of the words and clearly articulate them. To evaluate the performance.	to fast. Understand what the dynamics are in a piece of music.	change the mood and feel of music. Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers and begin to understand their equivalent rests.
ASPECT	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>THE HISTORY OF MUSIC</p> 				<p>Understanding that music from different times has different features.</p> <p>Learn about the lives and works of the great composers and musicians.</p>	<p>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Learn about the lives and works of the great composers and musicians.</p>	<p>Confidently discuss the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time.</p> <p>Learn about the lives and works of the great composers and musicians.</p> <p>Begin to relate music across time to other factors (e.g. The Blues) and develop the idea of a musical timeline.</p>	<p>Discuss musical eras in context, identify how they have influenced each other, and discuss the impact of different composers on the development of musical styles.</p> <p>Learn about the lives and works of the great composers and musicians.</p>