



**Progression of Skills and Knowledge for Music**

Controlling sounds through singing and playing (performing)

**Singing (KS1- using voices expressively. KS2- singing in unison and two parts)**

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>Join in with nursery rhymes and ring games.</li> </ul>	<ul style="list-style-type: none"> <li>Use voices in different ways such as speaking, chanting and signing.</li> </ul>	<ul style="list-style-type: none"> <li>Use voices expressively and creatively.</li> <li>To sing with the sense of shape of melody.</li> </ul>	<ul style="list-style-type: none"> <li>To sing in unison, becoming aware of pitch.</li> </ul>	<ul style="list-style-type: none"> <li>To sing in unison maintaining the correct pitch and using increasing expression.</li> </ul>	<ul style="list-style-type: none"> <li>To sing in unison with clear direction, controlled pitch and sense of phrase.</li> </ul>	<ul style="list-style-type: none"> <li>To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase.</li> </ul>

**Playing tuned and un-tuned instruments**

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>Explores the different sounds of instruments.</li> </ul>	<ul style="list-style-type: none"> <li>To create and choose sounds.</li> <li>To perform simple rhythmical patterns beginning to show an awareness of pulse.</li> </ul>	<ul style="list-style-type: none"> <li>To create and choose sounds or a specific effect.</li> <li>To perform rhythmical patterns and accompaniments and keeping a steady pulse.</li> </ul>	<ul style="list-style-type: none"> <li>To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes.</li> </ul>	<ul style="list-style-type: none"> <li>To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics.</li> </ul>	<ul style="list-style-type: none"> <li>To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression.</li> </ul>	<ul style="list-style-type: none"> <li>To play and perform with accuracy, fluency, control and expression.</li> </ul>

**Practise, Rehearse and Perform**

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> <li>To think about others when performing.</li> </ul>	<ul style="list-style-type: none"> <li>To think about others while performing.</li> </ul>	<ul style="list-style-type: none"> <li>To think about others while performing.</li> </ul>	<ul style="list-style-type: none"> <li>To think about others while performing.</li> </ul>	<ul style="list-style-type: none"> <li>To maintain my own part and be aware how the different parts fit together.</li> </ul>	<ul style="list-style-type: none"> <li>To think about the audience when performing and how to create a specific effect.</li> </ul>

<p><b>Related National Curriculum Objectives in italics:</b></p>	<p><i>-Use their voices expressively and creatively by singing sounds and speaking chants and rhymes</i></p> <p><i>-play tuned and un-tuned instruments musically</i></p>	<p><i>-play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i></p>
--	---	---



Creating and developing musical ideas (composition)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>To make different sounds (high and low – pitch; loud and quiet – dynamics; fast and slow – tempo; quality of the sound – smooth, crisp, scratchy, rattling, tinkling etc.-timbre).</li> </ul>	<ul style="list-style-type: none"> <li>To know about and experiment with sounds.</li> <li>To recognise and explore how sounds can be organised.</li> <li>To identify and organise sounds using simple criteria e.g. loud, soft, high and low.</li> </ul>	<ul style="list-style-type: none"> <li>To repeat short rhythmic and melodic patterns.</li> <li>To begin to explore, choose and order sounds using *interrelated dimensions of music.</li> </ul>	<ul style="list-style-type: none"> <li>To create simple rhythmic patterns that use a small range of notes.</li> <li>To begin to join simple layers of sound e.g. a background rhythm with a solo melody.</li> </ul>	<ul style="list-style-type: none"> <li>To create rhythmic and simple melodic patterns using an increased number of notes.</li> <li>To join layers of sounds, thinking about musical dynamics of each layer and understanding the effect.</li> </ul>	<ul style="list-style-type: none"> <li>To create increasingly complicated rhythmic and melodic phrases within given structure.</li> </ul>	<ul style="list-style-type: none"> <li>To create and improvise with melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures.</li> </ul>
<b>Related National Curriculum Objectives in italics:</b>	<i>-experiment with , create, select and combine sounds using the interrelated dimensions of music</i>		-improvise and compose music for a range of purposes using the interrelated dimensions of music			

Responding and Reviewing (Appraising)

**Explore and express ideas and feelings about music**

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>To listen to songs and say if they like/ do not like them.</li> </ul>	<ul style="list-style-type: none"> <li>To talk about how music makes you feel or want to move.</li> </ul>	<ul style="list-style-type: none"> <li>To respond to different moods in music and discuss how this links to changes in sound.</li> </ul>	<ul style="list-style-type: none"> <li>To explore and comment on the way that sounds can be used expressively.</li> </ul>	<ul style="list-style-type: none"> <li>To recognise and explore the ways sounds can be combined and used expressively and discuss the effect.</li> </ul>	<ul style="list-style-type: none"> <li>To describe, compare and evaluate different types of music and beginning to use musical words.</li> </ul>	<ul style="list-style-type: none"> <li>To describe, compare and evaluate different types of music using a range of vocabulary including the *inter-</li> </ul>



							related dimensions of music.
<b>Reflect on and improve own and others' work</b>							
<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	
	<ul style="list-style-type: none"> <li>To make simple suggestions on what could make their own work better.</li> </ul>	<ul style="list-style-type: none"> <li>To identify what improvements could be made to own work and make some of these changes, including altering use of voice or choice of instruments.</li> </ul>	<ul style="list-style-type: none"> <li>To comment on the effectiveness of own work identifying and making improvements.</li> </ul>	<ul style="list-style-type: none"> <li>To comment on the effectiveness of own work, identifying and making improvements based on its intended outcome.</li> </ul>	<ul style="list-style-type: none"> <li>To comment on the success of own and others' work, suggesting improvements based on intended outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>To evaluate the success of own and others' work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.</li> </ul>	
<b>Related National Curriculum Objectives in italics:</b>							

<u><b>Listening and applying knowledge and understanding</b></u>							
<b>Listen with attention to detail and recall sounds</b>							
<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	
<ul style="list-style-type: none"> <li>Begins to build a repertoire of songs.</li> </ul>	<ul style="list-style-type: none"> <li>To begin to identify simple repeated patterns and follow basic musical instructions.</li> </ul>	<ul style="list-style-type: none"> <li>To identify and recognise repeated patterns and follow a wider range of musical instructions.</li> </ul>	<ul style="list-style-type: none"> <li>To listen with attention and begin to recall familiar sounds.</li> </ul>	<ul style="list-style-type: none"> <li>To listen and recall patterns of sounds with increasing accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>To listen to and recall a range of sounds and patterns of sounds confidently.</li> </ul>	<ul style="list-style-type: none"> <li>To listen to internalise and recall sounds and patterns of sounds with accuracy and confidence.</li> </ul>	



**Understanding musical elements: pitch, duration, dynamics, tempo, timbre, texture and silence**

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>To begin to recognise and make different sounds (high and low – pitch; loud and quiet – dynamics; fast and slow – tempo; quality of the sound – smooth, crisp, scratchy, rattling, tinkling etc.- timbre).</li> </ul>	<ul style="list-style-type: none"> <li>To begin to understand that musical elements can be used to create different moods and effects.</li> <li>Recognise changes in                             <ul style="list-style-type: none"> <li>Dynamics (loud and quiet)</li> <li>Tempo (fast and slow)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>To understand how musical elements create different moods and effects.</li> <li>Recognise changes in                             <ul style="list-style-type: none"> <li>Timbre (sound quality- smooth, crisp, scratchy, rattling, tinkling etc.)</li> <li>Pitch (high and low)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>To begin to understand how different musical elements are combined and used to create an effect.</li> </ul>	<ul style="list-style-type: none"> <li>To understand how different music elements are combined and used expressively.</li> </ul>	<ul style="list-style-type: none"> <li>To begin to identify the relationship between sounds and how music can reflect different meanings.</li> </ul>	<ul style="list-style-type: none"> <li>To identify and explore the relationship between sounds and how music can reflect different meanings.</li> </ul>

**Understanding sounds represented by musical notations**

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> <li>To begin to represent sounds with simple representations such as shapes and marks.</li> </ul>	<ul style="list-style-type: none"> <li>To confidently represent sounds with a range of symbols, shapes or marks.</li> </ul>	<ul style="list-style-type: none"> <li>Know the number of beats in simple notations (minim, crotchet, semibreve, quaver, dotted crotchet, rests).</li> </ul>	<ul style="list-style-type: none"> <li>To understand and begin to use established and invented musical notations to represent music (minim, crotchet, semibreve, quaver, dotted crotchet, rests).</li> </ul>	<ul style="list-style-type: none"> <li>To recognise and use a range of musical notations, including staff notation (notes as Year 4).</li> </ul>	<ul style="list-style-type: none"> <li>To use and apply a range musical notations, including staff notation, to plan, revise and refine musical material (adding dotted quavers).</li> </ul>

**History of music**

**(KS1- how music is used for particular purposes. KS2- how time and place influence the way music is created).**

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
------	--------	--------	--------	--------	--------	--------



# Elvington Church of England Primary School



	<ul style="list-style-type: none"> <li>▪To listen to short, simple pieces of music and talk about when and why they may hear it. E.g. a lullaby or a Wedding song.</li> </ul>	<ul style="list-style-type: none"> <li>▪To listen to pieces of music and discuss where and when they may be heard explaining using simple music vocabulary. E.g. It's quiet and smooth so it would be good for a lullaby.</li> </ul>	<ul style="list-style-type: none"> <li>▪To listen to and begin to respond to music drawn from different traditions and great composers and musicians.</li> </ul>	<ul style="list-style-type: none"> <li>▪To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.</li> </ul>	<ul style="list-style-type: none"> <li>▪ To listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how much music may have changed over time.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 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.</li> </ul>
<p><b>Related National Curriculum Objectives in italics:</b></p>	<p><i>-listen with concentration and understanding to a range of high-quality live and recorded music</i></p>		<p><i>-listen with attention to detail and recall sounds with increasing aural memory</i>  <i>-appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i>  <i>-use and understand staff and other musical notations</i>  <i>-develop an understanding of the history of music</i></p>			