

Wansbeck Primary School



Progression in Music Knowledge and Skills



Progression of Key Skills in Music

The national curriculum for music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

		Year Group			
		Pupils should be taught to:		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. 		<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. 	
		Year 1	Year 2	Year 3/4	Year 5/6
Singing and Performing with instruments.		<ul style="list-style-type: none"> • Children should be able to make sounds with voices and instruments. • Children should be able to follow instructions about when to sing and play. • Children should be able to use instruments to choose sounds and represent different things. 	<ul style="list-style-type: none"> • Children should be able to make sounds with voices and instruments, using expression. Children should be able to use instruments to play a simple rhythmic pattern, keeping a steady pulse and becoming more aware of the beat and pulse of the music. 	Year 3 <ul style="list-style-type: none"> • Children should be able to play clear notes on instruments. • Children should become familiar with the musical vocabulary such as pitch/ tempo etc. • Children should be able to sing notes with accurate pitch. Year 4 <ul style="list-style-type: none"> • Children should be able to play a sequence of clear notes on instruments. • Children should be able to use different elements of composition when playing instruments. • Children should be able to sing songs from memory with an accurate pitch. 	Year 5 <ul style="list-style-type: none"> • Children should be able to play a two part an arrangements using chords etc. • Children should be able to sing a range of notes with accuracy. • Children should be able to maintain their own part in music whilst others are performing their part. Year 6 <ul style="list-style-type: none"> • Children should be able to play instruments and sing from memory. • Children should be able to take the lead in performances. • Children should be able to sing songs in harmony.
Listening and Appreciating.		<ul style="list-style-type: none"> • Children should be able to verbally explain whether they enjoy a piece of music. 	<ul style="list-style-type: none"> • Children should be able to verbally explain whether they enjoy a piece of music and explain why. 	Year 3 <ul style="list-style-type: none"> • Children should be able to recognise high and low phrases. • Use musical vocabulary to describe a piece of music. 	Year 5 <ul style="list-style-type: none"> • Children should be able to listen to music and repeat a short phrase after listening. • Children should describe and compare the use of music within the wider world, such as films trailers etc. • Children should create explanations of why music is successful and unsuccessful in given scenarios.

		<ul style="list-style-type: none"> Children should be able to make connections between musical sounds and styles. 	<ul style="list-style-type: none"> Children should be able to explain what they like and do not like about music. 	<ul style="list-style-type: none"> Year 6 Accurately recall a part of music that has been listened to intently. Evaluate the use of music in the wider world such as use of film trailers etc. Evaluate how moods and occasions can affect the type of music created.
Composing	<ul style="list-style-type: none"> Children should be able to clap and use their voices to repeat a musical patterns. Children should be able to create a sequence of sounds using their voices and a variety of instruments. 	<ul style="list-style-type: none"> Children should be able to use a range of techniques to repeat musical patterns in tune. Children to be able to create patterns in response to different starting notes. 	<ul style="list-style-type: none"> Year 3 Children should be able to combine sounds to create a specific mood or feeling. Year 4 Children should begin to create their own compositions in a small group. 	<ul style="list-style-type: none"> Year 5 Children should be able to create a short composition based on specific criteria. Year 6 Children should be able to experiment with different musical devices such as melody and chords to work alongside each other and create their own composition.

Progression of the Key Knowledge of Music in KS2

	Year 3	Year 4	Year 5	Year 6
History of Music.	<ul style="list-style-type: none"> Recognise and discuss the work from a famous composer. 	<ul style="list-style-type: none"> Begin to identify the style of music by exploring different composers and genres. For example Mozart and Beethoven as classical composers. 	<ul style="list-style-type: none"> Contrast the work of a famous composer with another and explain preferences. Explore music over time and explain how music has developed. 	<ul style="list-style-type: none"> Compare and contrast the impact that different composers from different eras have had on people of that time. Explore how music has changed over time, exploring lyric meaning and why these may be relevant at the time the songs were composed.
Use musical notation.	<ul style="list-style-type: none"> Discuss musical vocabulary. Create the same patterns with different instruments. 	<ul style="list-style-type: none"> Use musical notation to interpret notes. 	<ul style="list-style-type: none"> Use musical notation to be able to understand a sequence of music. 	<ul style="list-style-type: none"> Use musical notation to analyse features such as tempo and pitch within a piece of music.

