| **Greenhaugh Primary School –Music Progression of Skills**[**https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\_data/file/974358/Model\_Music\_Curriculum\_Key\_Stage\_1\_\_2\_FINAL.pdf**](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974358/Model_Music_Curriculum_Key_Stage_1__2_FINAL.pdf)**covered in 2023-24 in Partnership Music sessions or singing assemblies/class singing** |
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| **Listening** |
| **Class 1** | **Class 2** |
| EYFS\*Responding to music throughmovement, altering movement toreflect the tempo, dynamics or pitchof the music.Exploring lyrics by suggestingappropriate actions.Exploring the story behind the lyricsor music.Listening to and following a beatusing body percussion andinstruments.\*Considering whether a piece ofmusic has a fast, moderate or slowtempo.Listening to sounds and matchingthem to the object or instrument.\*Listening to sounds and identifyinghigh and low pitch.Listening to and repeating a simplerhythm.Listening to and repeating simplelyrics.Understanding that differentinstruments make different soundsand grouping them accordingly. | KS1Recognising and understanding the differencebetween pulse and rhythm.\*Understanding that different types of sounds arecalled timbres.\*Recognising basic tempo, dynamic and pitch changes(faster/slower, louder/quieter and higher/lower).Describing the character, mood, or ‘story’ of music theylisten to, both verbally and through movement.Describing the differences between two pieces ofmusic.Expressing a basic opinion about music (like/dislike).Listening to and repeating short, simple rhythmicpatterns.Listening and responding to other performers byplaying as part of a group.\*Recognising timbre changes in music they listen to.Recognising structural features in music they \*listen to.Listening to and recognising instrumentation.\*Beginning to use musical vocabulary to describemusic.Identifying melodies that move in steps.Listening to and repeating a short, simple melody byear.Suggesting improvements to their own and others’work. | Year 3 and 4\*Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz).Understanding that music from different parts of the world has different features.\*Recognising and explaining the changes within a piece of music using musical vocabulary.\*Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. (Tumbai)Beginning to show an awareness of metre. \*Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others’ work.Recognising the use and development of motifs in music.\*Identifying gradual dynamic and tempo changes within a piece of music.Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll).Identifying common features between different genres, styles and traditions of music.\*Recognising, naming and explaining the effect of the interrelated dimensions of music.\*Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.\*Using musical vocabulary to discuss the purpose of a piece of music.\*Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others’ work. |
| **Composing** |
| **EYFS** | **KS1**  | **Year 3 and 4** |
| Playing untuned percussion ‘in time’with a piece of music.Selecting classroom objects to use asinstruments.Experimenting with body percussionand vocal sounds to respond tomusic.Selecting appropriate instruments torepresent action and mood.Experimenting with playinginstruments in different ways. | Selecting and creating short sequences of sound withvoices or instruments to represent a given idea orcharacter.Combining instrumental and vocal sounds within agiven structure.Creating simple melodies using a few notes.\*Choosing dynamics, tempo and timbre for a piece ofmusic.Creating a simple graphic score to represent acompositionBeginning to make improvements to their work assuggested by the teacher.Selecting and creating longer sequences of appropriatesounds with voices or instruments to represent a givenidea or character.\*Successfully combining and layering severalinstrumental and vocal patterns within a givenstructure.Creating simple melodies from five or more notes.\*Choosing appropriate dynamics, tempo and timbre fora piece of music.Using letter name and graphic notation to representthe details of their composition.Beginning to suggest improvements to their own work. | Composing a piece of music in a given style with voicesand instruments.Combining melodies and rhythms to compose amulti-layered composition in a given style.\*Using letter name and rhythmic notation (graphic orstaff), and key musical vocabulary to label and recordtheir compositions.\*Suggesting and implementing improvements to theirown work, using musical vocabulary.Composing a coherent piece of music in a given stylewith voices, bodies and instruments.Beginning to improvise musically within a given style.Developing melodies using rhythmic variation,transposition, inversion, and looping.\*Creating a piece of music with at least four differentlayers and a clear structure.\*Using letter name, graphic and rhythmic notation andkey musical vocabulary to label and record theircompositions.\*Suggesting improvements to others’ work, usingmusical vocabulary. |
| **Performing** |
| **EYFS** | **KS1** | **KS2** |
| Using their voices to join in withwell-known songs from memory.Remembering and maintainingtheir role within a groupperformance.Moving to music with instructionto perform actions.Participating in performances to asmall audience.Stopping and starting playing atthe right time. | Using their voices expressively to speak and chant.Singing short songs from memory, maintaining theoverall shape of the melody and keeping in time.Maintaining the pulse (play on the beat) usinghands, and tuned and untuned instruments.Copying back short rhythmic and melodic phraseson percussion instruments.\*Responding to simple musical instructions such astempo and dynamic changes as part of a classperformance.Performing from graphic notation.\*Using their voices expressively when singing,including the use of basic dynamics (loud and quiet).Singing short songs from memory, with melodic andrhythmic accuracy.Copying longer rhythmic patterns on untunedpercussion instruments, keeping a steady pulse.\*Performing expressively using dynamics andtimbre to alter sounds as appropriate.Singing back short melodic patterns by ear andplaying short melodic patterns from letter notation. | Singing songs in a variety of musical styles withaccuracy and control, demonstrating developingvocal technique.Singing and playing in time with peers, with somedegree of accuracy and awareness of their part in thegroup performance.\*Performing from basic staff notation, incorporatingrhythm and pitch and being able to identify thesesymbols using musical terminology.\*Singing longer songs in a variety of musical stylesfrom memory, with accuracy, control, fluency and adeveloping sense of expression including control ofsubtle dynamic changes.Singing and playing in time with peers with accuracyand awareness of their part in the groupperformance.Playing melody parts on recorders withaccuracy and control and developing instrumentaltechnique.Playing syncopated rhythms with accuracy, controland fluency. |
| **The History of Music (KS2)** |
|  |  | Understanding that music from different times has different features. (Also part of the Listeningstrand)\*Recognising and discussing the stylistic features of different genres, styles and traditions ofmusic using musical vocabulary. (Also part of the Listening strand) |
| **Progression of Knowledge – The inter-related dimensions of music** |
|  | **EYFS** | **KS1** | **KS2 (3 and 4)** |
| **Pitch** | To understand what ‘high’ and ‘ low’ notes are. | To understand that pitch means how high or low a note sounds.To understand that 'tuned' instruments play more than one pitch of notes.To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches.To understand that a melody is made up from high and low pitched notes played one after the other, making a tune. | To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad.To know that some traditional music around the world is based on five-notes called a 'pentatonic' scale.To understand that a pentatonic melody uses only the five notes C D E G A.To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll.To know that a glissando in music means a sliding effect played on instruments or made by your voice.To know that 'transposing' a melody means changing its key, making it higher or lower pitched. |
| **Duration** | To recognise that different sounds can be long or short. | To know that rhythm means a pattern of long and short notes.To know that 'duration' means how long a note, phrase or whole piece of music lasts.To know that the long and short sounds of a spoken phrase can be represented by a rhythm. | To know that different notes have different durations, and that crotchets are worth one whole beat.To know that written music tells you how long to play a note for.To know that combining different instruments playing different rhythms creates layers of sound called ‘texture’.To know that playing ‘in time’ requires playing the notes for the correct duration as well as at the correct speed.To know that a motif in music can be a repeated rhythm. |
| **Dynamics** | To understand that instruments can be played loudly or softly. | To know that dynamics means how loud or soft a sound is.To understand that sounds can be adapted to change their mood, eg through dynamics.To know that dynamics can change the effect a sound has on the audience. | To know that the word 'crescendo' means a sound getting gradually louder.To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music. |
| **Tempo** | To recognise music that is ‘fast’ or ‘slow’.To understand that we can match our body movements to the speed(tempo) or pulse (beat) of music. | To know that the ‘pulse’ is the steady beat that goes through music.To know that tempo is the speed of the music.To understand that the tempo of a musical phrase can be changed to achieve a different effect. | To know that playing in time means all performers playing together at the same speed. |
| **Timbre** | To know that different instruments can sound like aparticular character. | To know that 'timbre' means the quality of a sound; eg that different instruments would sound different playing anote of the same pitch.To know that my voice can create different timbres to help tell a story.To know that musical instruments can be used to create 'real life' sound effects.To understand an instrument can be matched to an animal noise based on its timbre. | To understand that the timbre of instruments played affect the mood and style of a piece of music.To know that grouping instruments according to their timbre can create contrasting ‘textures’ in music.To understand that both instruments and voices can create audio effects that describe something you can see. |
| **Texture** | To know that music often has more than oneinstrument being played at a time. | To know that music has layers called 'texture'.To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music. | To know that many types of music from around the world consist of more than one layer of sound; for example a ‘tala’ and ‘rag’ in traditional Indian music.To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'.To understand that harmony means playing two notes at the same time, which usually sound good together. |
| **Structure** | To recognise the chorus in a familiar song. | To know that a piece of music can have more than one section, eg a verse and a chorus.To understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in asong. | To know that in a ballad, a 'stanza' means a verse.To know that music from different places often has different structural features, eg traditional Chinese music is based on the five-note pentatonic scale.To know that deciding the structure of music when composing can help us create interesting music with contrasting sections.An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice.To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music |
| **Notation** | To know that signals can tell us when to start or stopplaying. | To understand that music can be represented by pictures or symbols.To know that 'notation' means writing music down so that someone else can play itI know that a graphic score can show a picture of the structure and / or texture of music. | To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.To know that ‘performance directions’ are words added to music notation to tell the performers how to play. |