| **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 through  movement, altering movement to  reflect the tempo, dynamics or pitch  of the music.  Exploring lyrics by suggesting  appropriate actions.  Exploring the story behind the lyrics  or music.  Listening to and following a beat  using body percussion and  instruments.  \*Considering whether a piece of  music has a fast, moderate or slow  tempo.  Listening to sounds and matching  them to the object or instrument.  \*Listening to sounds and identifying  high and low pitch.  Listening to and repeating a simple  rhythm.  Listening to and repeating simple  lyrics.  Understanding that different  instruments make different sounds  and grouping them accordingly. | | KS1  Recognising and understanding the difference  between pulse and rhythm.  \*Understanding that different types of sounds are  called timbres.  \*Recognising basic tempo, dynamic and pitch changes  (faster/slower, louder/quieter and higher/lower).  Describing the character, mood, or ‘story’ of music they  listen to, both verbally and through movement.  Describing the differences between two pieces of  music.  Expressing a basic opinion about music (like/dislike).  Listening to and repeating short, simple rhythmic  patterns.  Listening and responding to other performers by  playing 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 describe  music.  Identifying melodies that move in steps.  Listening to and repeating a short, simple melody by  ear.  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 as  instruments.  Experimenting with body percussion  and vocal sounds to respond to  music.  Selecting appropriate instruments to  represent action and mood.  Experimenting with playing  instruments in different ways. | | Selecting and creating short sequences of sound with  voices or instruments to represent a given idea or  character.  Combining instrumental and vocal sounds within a  given structure.  Creating simple melodies using a few notes.  \*Choosing dynamics, tempo and timbre for a piece of  music.  Creating a simple graphic score to represent a  composition  Beginning to make improvements to their work as  suggested by the teacher.  Selecting and creating longer sequences of appropriate  sounds with voices or instruments to represent a given  idea or character.  \*Successfully combining and layering several  instrumental and vocal patterns within a given  structure.  Creating simple melodies from five or more notes.  \*Choosing appropriate dynamics, tempo and timbre for  a piece of music.  Using letter name and graphic notation to represent  the details of their composition.  Beginning to suggest improvements to their own work. | | | Composing a piece of music in a given style with voices  and instruments.  Combining melodies and rhythms to compose a  multi-layered composition in a given style.  \*Using letter name and rhythmic notation (graphic or  staff), and key musical vocabulary to label and record  their compositions.  \*Suggesting and implementing improvements to their  own work, using musical vocabulary.  Composing a coherent piece of music in a given style  with 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 different  layers and a clear structure.  \*Using letter name, graphic and rhythmic notation and  key musical vocabulary to label and record their  compositions.  \*Suggesting improvements to others’ work, using  musical vocabulary. |
| **Performing** | | | | | |
| **EYFS** | | | **KS1** | | **KS2** |
| Using their voices to join in with  well-known songs from memory.  Remembering and maintaining  their role within a group  performance.  Moving to music with instruction  to perform actions.  Participating in performances to a  small audience.  Stopping and starting playing at  the right time. | | | Using their voices expressively to speak and chant.  Singing short songs from memory, maintaining the  overall shape of the melody and keeping in time.  Maintaining the pulse (play on the beat) using  hands, and tuned and untuned instruments.  Copying back short rhythmic and melodic phrases  on percussion instruments.  \*Responding to simple musical instructions such as  tempo and dynamic changes as part of a class  performance.  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 and  rhythmic accuracy.  Copying longer rhythmic patterns on untuned  percussion instruments, keeping a steady pulse.  \*Performing expressively using dynamics and  timbre to alter sounds as appropriate.  Singing back short melodic patterns by ear and  playing short melodic patterns from letter notation. | | Singing songs in a variety of musical styles with  accuracy and control, demonstrating developing  vocal technique.  Singing and playing in time with peers, with some  degree of accuracy and awareness of their part in the  group performance.  \*Performing from basic staff notation, incorporating  rhythm and pitch and being able to identify these  symbols using musical terminology.  \*Singing longer songs in a variety of musical styles  from memory, with accuracy, control, fluency and a  developing sense of expression including control of  subtle dynamic changes.  Singing and playing in time with peers with accuracy  and awareness of their part in the group  performance.  Playing melody parts on recorders with  accuracy and control and developing instrumental  technique.  Playing syncopated rhythms with accuracy, control  and fluency. |
| **The History of Music (KS2)** | | | | | |
|  | | |  | | Understanding that music from different times has different features. (Also part of the Listening  strand)  \*Recognising and discussing the stylistic features of different genres, styles and traditions of  music 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 a  particular character. | | | To know that 'timbre' means the quality of a sound; eg that different instruments would sound different playing a  note 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 one  instrument 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 a  song. | 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 stop  playing. | | | 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 it  I 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. |