Primary Solvool

Music Progression of Skills, Knowledge and Understanding Dishforth Airfield Primary School

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The development		Key Stage 1		Key Stage 2			1 2 3 3 4
cultural awarenes imagination and country that children have engage with the a explore and play media and material variety of what characteristic participate in is crunderstanding, see and ability to comarts. The frequency of their experience their progress in in	creativity. It is important be regular opportunities to arts, enabling them to with a wide range of als. The quality and ildren see, hear and rucial for developing their elf-expression, vocabulary imunicate through the cy, repetition and depthes are fundamental to interpreting and they hear, respond to	National Curriculum Use their voices express singing songs and speak rhymes Play tuned and untuned Listen with concentration range of high-quality live Experiment with, create, sounds using the inter-remusic. Id be taught to use their voy singing songs and speakld be taught to play tuned	instruments musically and understanding to a and recorded music select and combine elated dimensions of	Play and perform in solinstruments with increase Improvise and composimusic Listen with attention to Use and understand state Appreciate and understand from different traditions understanding of the himself of the play and performusical instructions of the and understanding of the himself of the play and performusical instructions.	o and ensemble contexts sing accuracy, fluency, or the music for a range of a detail and recall sounds aff and other musical not that a wide range of high and from great compose story of music. The music story of music art and staff and other musical staff and other mu	control and expression purposes using the interwith increasing aural meations n-quality live and recorders and musicians. Development of the contexts, using their volumercy, fluency, control ausical notation	er-related dimensions of mory ed music drawn lop an vices and playing
			and follow (introduction through				
	Outcomes	Outcomes	graphic scores). Outcomes	Outcomes	Outcomes	Outcomes	Outcomes
	Children learn to sing a variety of songs and ditties across the EYFS curriculum Children explore a variety of percussion instruments and incorporate within their play	Selection and use of percussion instruments to perform Children can sing and perform chosen songs using the note C on tuned percussion	Children can sing and perform chosen songs using the notes G, A and C on tuned percussion Feedback on performances	Begin to follow staff notation by performing using recorders, hand bells and glockenspiels. Play instruments achieving specific notes and techniques E D C F	Follow staff notation by performing using recorders. Follow simple, whole class accompaniment using hand bells and glockenspiels with increased accuracy Play instruments achieving specific	Follow more complex, whole-class accompaniment using clarinets Using voice to demonstrate understanding Play instruments with more precision	Follow more complex, whole-class accompaniment using clarinets Using voice to demonstrate understanding Play tuned instruments with more precision
					notes and techniques E D C F		more precision

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Key	ry Key	Key	Key	Key	Key	Key
Vocabula	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Sing Listen Clap Respond Like Dislike Tap Play	Practise Rehearse Perform Pitch Tuned Un-tuned Simple Percussion Instruments	Practise Rehearse Perform Pitch Pulse Rhythm Score Percussion Instruments Glockenspiel Audience Melody Dynamics Tempo	Melody Musicality Notes Simple staff notation	Notes Staff notation Crochet Quaver Pitch Tempo dynamics pentatonic scale unison	Control Melody Performance Diction Tuning	Control Fluency Accuracy Expression Melody Performance Diction Tuning Solo Ensemble

			Melody				
			Dynamics				
			Tempo				
				I ., _		1	1
Listening and Appraising	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Appraising	Punils should be a should	Key Stage 1 Ild be taught to listen with	concentration and	Key Stage 2	ention to detail and recal	Legunds with increasing	aural memory
		ing to a range of high-qua			d understand a wide rang		
	music			from different tradi	tions and from great com	posers and musicians	
					nderstanding of the histor		
	Key Objectives	Key Objectives	Key Objectives	Key Objectives	Key Objectives	Key Objectives	Key Objectives
	Learn to distinguish	To know the term	To know the	Listen with	To know the term	Listen with	Listen with
	sounds that a selection	'pulse' and	term ' tempo '	increasing	'timbre' and	concentration to a	concentration to a
	of instruments makes.	understand that	and understand	concentration to a	understand that this	variety of music	variety of musical
		this is the	that this is	variety of music	term is used to	from different	pieces.
	Learns to discriminate sounds created by the	heartbeat of a	the speed of the pulse	from different styles, traditions	describe the	styles, traditions	
	voice.	piece of music,	with in a	and times, and	different musical	and times and	Appraise with deeper
	V0100.	which never stops	piece of	begin to place the	tones produced by	with support, place the music in	understanding of the
	Learns a repertoire of		music	music in its	instruments (e.g. comparing string	its historical	styles, genres and
	familiar musical scores	To be able to		historical context.	instruments to	context.	historical context.
	and talks about how	internalise the	To know the		woodwind)	oomozu.	
	they make them feel.	pulse and, with	term	To know the term	,	Confidently recognise	
	Loorno to roon ando to	support, reflect this through body	'dynamics'	'texture' and		different basic	Compare genres,
	Learns to responds to music using body	movements	and understand	understand that this term is	To know the term	orchestral	discussing similarities and differences using
	movements.	(e.g. clapping, or	that this refers	used to	'structure' and	instruments and their sounds	precise musical
		marching)	to music getting louder, or	describe the	understand that	their sounds	vocabulary.
			quieter	different layers	this term is used		, , , , , , , , , , , , , , , , , , ,
		To know the term	40.010.	of sound within	to describe the		
		'rhythm' and	To be able to use	a piece of music	way in which a piece of music		
		understand that rhythm is long	simple musical	(i.e. one part, or	has been		
		and short	language to	two different	constructed (e.g.		
		sounds that	describe the music being listened to	parts)	verse, chorus,		
		happen over a	being listeried to	Continue to use	verse)		
		steady beat.	To be able to offer	correct musical			
			simple feedback,	language to	To understand that		
		Begin to be able to	when watching, or	describe the music	pulse, tempo, pitch,		
		identify rhythmic	listening to a	you are listening to	dynamics, timbre, structure and texture		
		patterns found in speech	performance	and your feelings towards it.	form the		
		эрссоп		towards it.	'dimensions of		
		To know the term			music' and that		
		'pitch' and understand			these can be used		
		that pitch relates to			to describe any type of music.		
		high and low sounds					
	Outcomes	Outcomes	Outcomes	Outcomes	Outcomes	Outcomes	Outcomes
	Initiate new	Children will listen to	Children will listen to	Children will listen to	Children will continue	Children will appraise	Children will appraise
	combinations of	and appraise a wide	and appraise a wide	and appraise a wide	to listen to and	a wide variety of	a wide variety of
	movement and	variety of pop and	variety of genres.	variety of genres and	appraise a wide	pieces of music	pieces of music
	gestures in order to	musical theatre tracks.		begin to identify	variety of genres and	identifying with more	identifying with more
	express and respond to feelings, ideas and	Obitely and the state of the	Children will start to	where the music originated from and	begin to identify where the music	precision the origins and historical context.	precision the origins and historical context.
	experiences	Children will start to identify different	identify specific instruments.	from what time	originated from and	and motorical context.	and motorical context.
		sounds within the	motruments.	period.	from what time period.	Children will begin to	Children will identify
	Developing preferences	music, listening for	Children will indicate			identify individual	individual instruments
	for forms of expression	specific instruments.	music preferences	Children will be able	Children will be able	instruments in more	in more complex
			noting the tempo and	to describe the	to describe the	complex pieces.	pieces.
	Use movement to	Children will discuss	dynamics of a piece	texture and layers of a piece of music	structure of a piece of music including	Ob il de la company	01-11-1
	express feelings and in	preferences and use specific vocabulary to	of music.	a piece of music	chorus etc.	Children will indicate music preferences	Children will indicate
	response to music	do this.		Children will indicate		using correct musical	music preferences using correct musical
				music preferences	Children will indicate	language	language
				using correct musical	music preferences		
				language	using correct musical		
					language		

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Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	
Sing Listen Clap Respond Like Dislike	Listen Like Dislike Rhythm Pitch	Audience Dynamics Tempo Preference	Audience Dynamics Tempo Preference Texture	Musical style Timbre Structure Dimensions of music Musical instruments	Appraising Syncopation Structure Melody Cover Pulse, Rhythm, Pitch Tempo Dynamics Timbre Texture Structure Dimensions Of Music Unison Harmony	Appraising Syncopation Structure Melody Cover Pulse, Rhythm, Pitch Tempo Dynamics Timbre Texture Structure Dimensions Of Music Unison Harmony	

Composing and	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Improvising	26	Key Stage 1	100.12	Key Stage 2	100. 1		100.0	
		taught to experiment v			ompose music for a rang	e of purposes using the	inter-related dimensions	
	combine sounds using the inter- related dimensions of music			of music				
	Key Objectives	Key Objectives	Key Objectives	Key Objectives	Key Objectives	Key Objectives	Key Objectives	
	Learns how to create a variety of sound effects using voices and instruments (including self made). Learn that different materials create different sounds. Learns to perform songs to peers.	To know that to improvise is to make up simple rhythms and then be able to do this within the context of the song being covered To be able to improvise simple rhythmic patterns	To be able to create simple 'melodies' within the context of the song being learnt (up to three notes) To begin to be able to recognise the link between shape and pitch within graphic notations	Begin to create more complex tunes and melodies within the context of the song that is being learnt	Begin to recognise and musically demonstrate awareness of a link between shape and pitch by writing graphic notations of simple compositions or improvisations.	Confidently create own melodies within the context of the song that is being learnt. Start to choose, combine and organise patterns and musical ideas within musical structures and do this with understanding.	Build an improvisation on a pentatonic scale. Integrate a deeper knowledge of the interrelated dimensions of music ie how rhythm and tempo and dynamics are part of the creation. Choose, combine and organise patterns and musical ideas within musical structures and do this with understanding.	
	Outcomes	Outcomes	Outcomes	Outcomes	Outcomes	Outcomes	Outcomes	
	Building a repertoire of songs and dances Exploring the different sounds of instruments	percussion or using	Children can perform their own compositions to the rest of the class. Compositions will include simple melodies using voice and instruments	Children can compose their own tunes using percussion instruments, recorders, glockenspiels and hand bells E D C F	Children can compose their own tunes using percussion instruments, recorders, glockenspiels and hand bells E D C F	Children can compose their own tunes using percussion instruments, Samba drums, glockenspiels and hand bells Include own lyrics in compositions. G D E A B	Children can compose their own tunes using percussion instruments, glockenspiels and hand bells Include own lyrics in compositions. A B C D E F G	
	Key	Key	Key	Key	Key	Key	Key	
	Sing Listen Clap Respond Like Dislike	Pulse Rhythm Pitch Improvise Compose Perform	Pulse Rhythm Melody Perform Improvise Compose Pitch	Pulse Rhythm Pitch Perform Audience Improvise Dynamics Tempo Improvise Compose	Pulse Rhythm Pitch Perform Audience Improvise Dynamics Tempo Improvise Compose	Style Indicators Melody Compose Improvise Cover Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure Improvise Compose	Style Indicators Melody Compose Improvise Cover Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure Improvise Compose	