



Music Knowledge and Skills Progression



Key Learning at Scargill Primary School - National Curriculum (Essential) & Key Learning (Guidance)

| | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| National Curriculum | Reception (ELGs) Sing a range of well-known nursery rhymes & songs Perform songs, rhymes, poems and stories with others and (where appropriate) try to move in time to the music | Key stage 1 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. | | Key stage 2 Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: <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. | | | |
| | Early Learning Goal: Children talk about their own ideas and processes which have led them to make music. They can talk about the features of their own and others work (compositions), recognising the differences between them and the strengths of others | <ul style="list-style-type: none"> • Know how to use my voice to speak, sing and chant. • Know how to use instruments to perform. • Know how to clap short rhythmic patterns. • Know how to make different sounds with my voice and with instruments. • Know how to repeat short rhythmic and melodic patterns. • Know how to make a sequence of sounds. • Know how to respond to different moods in music. • Know how to choose sounds to represent different things. • Know how to follow instructions about when to play and sing. • Know how to say whether I | <ul style="list-style-type: none"> • Know how to sing and follow a melody. • Know how to perform simple patterns and accompaniments keeping a steady pulse. • Know how to play simple rhythmic patterns on an instrument. • Know how to sing or clap increasing and decreasing tempo. • Know how to order sounds to create a beginning, middle and an end. • Know how to create music in response to different starting points. • Know how to choose sounds which create an effect. • Know how to use symbols to represent sounds. | <ul style="list-style-type: none"> • Know how to sing a tune with expression. • Know how to play clear notes on instruments. • Know how to use different elements in my composition. • Know how to create repeated patterns with different instruments. • Know how to compose melodies and songs. • Know how to create accompaniments for tunes. • Know how to combine different sounds to create a specific mood or feeling. • Know how to use musical words to describe a piece of music and compositions. • Know how to use musical words to describe what I like | <ul style="list-style-type: none"> • Know how to sing songs from memory with accurate pitch. • Know how to perform a simple part rhythmically. • Know how to improvise using repeated patterns. • Know how to use notation to record and interpret sequences of pitches. • Know how to use notation to record compositions in a small group or on my own. • Know how to explain why silence is often needed in music and explain what effect it has. • Know how to identify the character in a piece of music. • Know how to identify and describe the different purposes of music. • Know how to begin to identify the style of work of different | <ul style="list-style-type: none"> • Know how to breathe in the correct place when singing. • Know how to maintain my part whilst others are performing their part. • Know how to improvise within a group using melodic and rhythmic phrases. • Know how to change sounds or organise them differently to change the effect. • Know how to compose music which meets specific criteria. • Know how to use notation to record groups of pitches (chords). • Know how to choose the most appropriate tempo for a piece of music. • Know how to describe, compare and evaluate music using musical vocabulary. | <ul style="list-style-type: none"> • Know how to sing in harmony confidently and accurately. • Know how to perform parts from memory. • Know how to take the lead in a performance. • Know how to use a variety of different musical devices in my composition (including melody, rhythms and chords). • Know how to evaluate how the venue, occasion and purpose affects the way a piece of music is created. • Know how to analyse features within different pieces of music. • Know how to compare and contrast the impact that different composers from different times have had on people of that time. |



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| | | like or dislike a piece of music. | <ul style="list-style-type: none">• Know how to make connections between notations and musical sounds.• Know how to improve my own work.• Know how to listen out for particular things when listening to music | and do not like about a piece of music. <ul style="list-style-type: none">• Know how to improve my work; explaining how it has been improved.• Know how to recognise the work of at least one famous composer | famous composers. | <ul style="list-style-type: none">• Know how to explain why I think music is successful or unsuccessful Know how to contrast the work of a famous composer with another, and explain my preferences. | |
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