



## Music Progression of Knowledge & Skills-St Mark's CofE Primary School 2023-24



EYFS Early Learning Goals	KS1 National Curriculum	KS2 National Curriculum
<ul style="list-style-type: none"> <li>• Sing a range of well-known nursery rhymes and songs;</li> <li>• Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> <li>• Share their creations, explaining the process they have used</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• play tuned and untuned instruments musically</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• 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</li> <li>• develop an understanding of the history of music.</li> </ul>

<b>Key Skills</b>	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Performing</b>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Learn rhymes, poems and songs.</p>	<p>Use their voices expressively to speak and chant.</p> <p>Sing short songs from memory, maintaining the overall shape of the melody and keeping in time.</p> <p>Maintain the pulse (play on the beat) using hands, and tuned and untuned instruments.</p>	<p>Use their voices expressively when singing, including the use of basic dynamics (loud and quiet).</p> <p>Sing short songs from memory, with melodic and rhythmic accuracy.</p> <p>Copy longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.</p>	<p>Sing and play in unison and in parts with peers, with some degree of accuracy and awareness of their part in the group performance.</p> <p>Develop instrumental skills and techniques, responding to aural and visual instructions in a performance.</p>	<p>Sing 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.</p> <p>Sing and play in time with peers, with accuracy and awareness of their part</p>	<p>Sing songs in two or more parts, in a variety of musical styles, from memory, with accuracy, fluency, control and expression.</p> <p>Work as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and</p>	<p>Sing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.</p> <p>Work as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group.</p>



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		<p>Copy back short rhythmic and melodic phrases on percussion instruments.</p> <p>Respond to simple musical instructions such as tempo and dynamic changes as part of a class performance.</p> <p>Perform from graphic notation.</p>	<p>Perform expressively, using timbre to alter sounds as appropriate.</p> <p>Sing back short melodic patterns by ear and play short melodic patterns from letter notation.</p>	<p>Perform from basic staff notation, incorporating rhythm and pitch, and be able to identify these symbols using musical terminology.</p> <p>Start to develop rehearsal and practice routines and strategies in preparation for a performance</p>	<p>in the group performance.</p> <p>Play melody parts on tuned instruments with accuracy and control and developing instrumental technique.</p> <p>Play syncopated rhythms with accuracy, control and fluency.</p> <p>Play simple chord sequences.</p> <p>Perform from basic staff notation, incorporating rhythm and pitch and identifying these symbols using musical terminology.</p>	<p>communicating with the group.</p> <p>Perform with accuracy and fluency from graphic and simple staff notation.</p> <p>Playing a simple chord progression with accuracy and fluency</p>	<p>Perform a solo or take a leadership role within a performance.</p>
<b>Listening</b>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p>	<p>Recognise and understand the difference between pulse and rhythm.</p> <p>Understand that different types of sounds are called timbres.</p> <p>Recognise basic tempo, dynamic and pitch changes (faster/slower,</p>	<p>Recognise timbre changes in music they listen to.</p> <p>Recognise structural features in music they listen to.</p> <p>Listen to and recognise instrumentation.</p> <p>Begin to use musical vocabulary to describe music.</p>	<p>Discuss stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Understand that music from different parts of the world and different times have different features.</p>	<p>Recognise the use and development of motifs in music.</p> <p>Identify gradual dynamic and tempo changes within a piece of music.</p> <p>Recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p>	<p>Recognise and discuss confidently the stylistic features of different genres, styles and traditions of music using musical vocabulary, and explaining how these have developed over time.</p> <p>Represent the features of a piece of music using graphic notation and colours,</p>	<p>Identify the way that features of a song can complement one another to create a coherent overall effect.</p> <p>Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</p>



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		<p>louder/quieter &amp; higher/lower).</p> <p>Describe the character, mood, or 'story' of music they listen to, both verbally &amp; through movement.</p> <p>Describe the differences between two pieces of music.</p> <p>Express a basic opinion about music (like/dislike)</p> <p>Listen to and repeat short, simple rhythmic patterns.</p> <p>Listen and respond to other performers by playing as part of a group.</p>	<p>Identify melodies that move in steps.</p> <p>Listen to and repeat a short, simple melody by ear.</p> <p>Suggest improvements to their own and others' work.</p>	<p>Recognise and explain the changes within a piece of music using musical vocabulary.</p> <p>Describe the timbre, dynamic and textural details of a piece of music, both verbally and through movement.</p> <p>Begin to show an awareness of metre.</p> <p>Recognise and begin to discuss changes within a piece of music.</p> <p>Begin to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</p>	<p>Identify common features between different genres, styles and traditions of music.</p> <p>Recognise, name and explain the effect of interrelated dimensions of music.</p> <p>Identify scaled dynamics (crescendo/decrescendo) within a piece of music.</p> <p>Use musical vocabulary to discuss the purpose of a piece of music.</p> <p>Use musical vocabulary (related to the interrelated dimensions of music) when discussing improvements to their own and others' work.</p>	<p>justifying choices with reference to musical vocabulary.</p> <p>Compare, discuss and evaluate music using detailed musical vocabulary.</p> <p>Develop confidence in using detailed musical vocabulary to discuss and evaluate their own and others' work.</p>	<p>Discuss musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.</p> <p>Evaluate how the venue, occasion and purpose affect the way a piece of music sounds.</p> <p>Confidently use detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</p>
<b>Composing</b>	Explore and engage in music making and dance, performing solo or in groups.	Select and create short sequences of sound with voices or instruments to represent a given idea or character.	Select and create longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.	<p>Compose a piece of music in a given style with voices and instruments.</p> <p>Combine melodies &amp; rhythms to compose</p>	Compose a coherent piece of music in a given style with voices, bodies and instruments.	Compose a detailed piece of music from a given stimulus with voices, bodies and instruments. Improvise coherently within a given style.	Compose an original song, incorporating lyric writing, melody writing and the composition of accompanying



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		<p>Combine instrumental and vocal sounds within a given structure. Create simple melodies using a few notes.</p> <p>Choose dynamics, tempo and timbre for a piece of music.</p> <p>Create a simple graphic score to represent a composition.</p> <p>Begin to make improvements to their work as suggested by the teacher.</p>	<p>Successfully combine and layer several instrumental and vocal patterns within a given structure. Create simple melodies from 5 or more notes.</p> <p>Choose appropriate dynamics, tempo and timbre for a piece of music.</p> <p>Use letter names and graphic notation to represent details of their composition.</p> <p>Begin to suggest improvements to their own work.</p>	<p>a multi-layered composition in a given style.</p> <p>Use letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.</p> <p>Suggest and implement improvements to their own work, using musical vocabulary.</p>	<p>Begin to improvise musically within a given style.</p> <p>Develop melodies using rhythmic variation, transposition, inversion and looping.</p> <p>Create a piece of music with at least 4 different layers and a clear structure.</p> <p>Use letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions.</p> <p>Suggest improvements to others' work, using musical vocabulary.</p>	<p>Combine rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</p> <p>Use staff notation to record rhythms and melodies.</p> <p>Select, discuss and refine musical choices both alone and with others, using musical vocabulary with confidence. Suggest and demonstrate improvements to their own and others' work.</p>	<p>features, within a given structure.</p> <p>Record own composition using appropriate forms of notation and/or technology.</p>
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