



Nurture. Inspire. Prepare.



**Progression in Knowledge and Skills in Music**

**National Curriculum Focus**

<b>Purpose of Study</b>	Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.
<b>Aims</b>	The national curriculum for music aims to ensure that all pupils: perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence. understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

**Key Stage One**

Pupils should be taught:

- To use a range of materials creatively to design and make products
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

**Key Stage Two**

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:

- 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.

**Cultural Capital**

Half termly experiences to be introduced to an additional composer/songwriter alongside the planned unit of work. To include a biography of the musician and a range of their work during assemblies.  
Year 3 attend music performance festival in Staffordshire  
Choir club  
Young Voices  
Extra curricular music lessons – flute and violin.  
Ingestre Hall  
Rock Steady

**Musician of the Half Term**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Ludwig Van Beethoven Classical and Baroque era	Scott Joplin Ragtime	Ella Fitzgerald Jazz	John Williams Film Scores, Classical Music	Evelyn Glennie Solo Percussion	Elton John Pop

## Links to EYFS – Educational Programme for Music

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

### Music

<u>0-3 Years (Daisies Class)</u>	<u>3 – 4 Years (Daffodils Class)</u>	<u>Reception Children (Sunflowers Class)</u>	<u>ELG</u>
<ul style="list-style-type: none"> <li>• Enjoys singing songs and nursery rhymes.</li> <li>• I enjoy singing and dancing action songs</li> <li>• I make rhymical and repetitive sounds</li> <li>• I can explore a range of sound markers and instruments.</li> <li>• I can create movement to music</li> <li>• I can respond to music and show how it makes me feel.</li> <li>• I can listen to a range of music genres; dance, pop, folk, classical and rock</li> <li>• To beat and tap instruments to make a sound.</li> <li>• To create loud and quiet sounds.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• I can sing the melodic shape of familiar songs</li> <li>• I can listen with increased attention to sounds</li> <li>• I can respond to what they have heard</li> <li>• I can remember and sing entire songs</li> <li>• To sing /perform nursery rhyme or song and dance to the song.</li> <li>• I can play instruments with increasing control</li> <li>• I can sing the pitch of a tone sung by another person</li> <li>• I can listen to a range of music genres; dance, pop, folk, classical and rock and begin to talk about the differences.</li> <li>• I can create my own songs, or improvise, along a song they know</li> <li>• I can talk about how songs make me feel, with support</li> <li>• I can create my own songs, or improvise, along a song they know</li> </ul>	<ul style="list-style-type: none"> <li>• I can play instruments with increasing control, exploring volume (dynamics)</li> <li>• I can clap along to a simple, steady beat</li> <li>• I can begin to talk about if the music is fast or slow (tempo)</li> <li>• I can sing in a group or on their own, increasingly matching the pitch and following the melody</li> <li>• I can listen attentively, move to and talk about music, expressing their feelings and responses</li> <li>• I can explore and engage in music making and dance, performing in solo or in groups</li> <li>• I can understand simple musical hand signals such as stop, louder and quieter</li> <li>• I can begin to follow a steady beat, using hand signals</li> <li>• I can listen to a range of music genres; dance, pop, folk, classical and rock and discuss the differences in music.</li> <li>• I can talk about how it makes me feel</li> <li>• I am beginning to talk about my music</li> <li>• To evaluate a dance / performance</li> <li>• Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>• I can explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> </ul>	<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> </ul>

**Streethay Primary School**  
**Progression of knowledge and skills in Listening**

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Recognising and understanding the difference between pulse and rhythm.</li> <li>• Understanding that different types of sounds are called timbres.</li> <li>• Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower).</li> <li>• Describing the character, mood, or 'story' of music they listen to, both verbally and through movement.</li> <li>• Describing the differences between two pieces of music.</li> <li>• Expressing a basic opinion about music (like/dislike).</li> <li>• Listening to and repeating short, simple rhythmic patterns.</li> <li>• Listening and responding to other performers by playing as part of a group.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising timbre changes in music they listen to.</li> <li>• Recognising structural features in music they listen to.</li> <li>• Listening to and recognising instrumentation.</li> <li>• Beginning to use musical vocabulary to describe music.</li> <li>• Identifying melodies that move in steps.</li> <li>• Listening to and repeating a short, simple melody by ear.</li> <li>• Suggesting improvements to their own and others' work.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz).</li> <li>• Understanding that music from different parts of the world has different features.</li> <li>• Recognising and explaining the changes within a piece of music using musical vocabulary.</li> <li>• Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</li> <li>• Beginning to show an awareness of metre.</li> <li>• Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising the use and development of motifs in music.</li> <li>• Identifying gradual dynamic and tempo changes within a piece of music.</li> <li>• Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll).</li> <li>• Identifying common features between different genres, styles and traditions of music.</li> <li>• Recognising, naming and explaining the effect of the interrelated dimensions of music.</li> <li>• Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.</li> <li>• Using musical vocabulary to discuss the purpose of a piece of music.</li> <li>• Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.).</li> <li>• Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.</li> <li>• Comparing, discussing and evaluating music using detailed musical vocabulary.</li> <li>• Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.</li> <li>• Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music).</li> <li>• Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.</li> <li>• Identifying the way that features of a song can complement one another to create a coherent overall effect.</li> <li>• Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.</li> <li>• Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.</li> </ul>

**Streethay Primary School**  
Progression of knowledge and skills in Composing

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</li> <li>• Combining instrumental and vocal sounds within a given structure. Creating simple melodies using a few notes.</li> <li>• Choosing dynamics, tempo and timbre for a piece of music. Creating a simple graphic score to represent a composition.</li> <li>• Beginning to make improvements to their work as suggested by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</li> <li>• Successfully combining and layering several instrumental and vocal patterns within a given structure.</li> <li>• Creating simple melodies from five or more notes.</li> <li>• Choosing appropriate dynamics, tempo and timbre for a piece of music.</li> <li>• Using letter name and graphic notation to represent the details of their composition.</li> <li>• Beginning to suggest improvements to their own work.</li> </ul>	<ul style="list-style-type: none"> <li>• Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing).</li> <li>• Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).</li> <li>• Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.</li> <li>• Suggesting and implementing improvements to their own work, using musical vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Composing a coherent piece of music in a given style with voices, bodies and instruments.</li> <li>• Beginning to improvise musically within a given style.</li> <li>• Developing melodies using rhythmic variation, transposition, inversion, and looping.</li> <li>• Creating a piece of music with at least four different layers and a clear structure.</li> <li>• Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions.</li> <li>• Suggesting improvements to others' work, using musical vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).</li> <li>• Improvising coherently within a given style.</li> <li>• Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</li> <li>• Using staff notation to record rhythms and melodies.</li> <li>• Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</li> <li>• Suggesting and demonstrating improvements to own and others' work.</li> </ul>	<ul style="list-style-type: none"> <li>• Improvising coherently and creatively within a given style, incorporating given features.</li> <li>• Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.</li> <li>• Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.</li> <li>• Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.</li> <li>• Recording own composition using appropriate forms of notation and/or technology and incorporating.</li> <li>• Constructively critique their own and others' work, using musical vocabulary.</li> </ul>

**Streethay Primary School**  
Progression of knowledge and skills in History of Music (KS2 only)

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Understanding that music from different times has different features. (Also part of the Listening strand)</li> </ul>	<ul style="list-style-type: none"> <li>• *Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (Also part of the Listening strand)</li> </ul>	<ul style="list-style-type: none"> <li>• *Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time. (Also part of the Listening strand)</li> </ul>	<ul style="list-style-type: none"> <li>• *Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. (Also part of the Listening strand)</li> </ul>

