

Knowledge, Skills and Understanding progression for Music at Yarm Primary School

3 & 4-year-olds will be learning to:		Children in Reception will be learning to:	ELG
Expressive arts and design	<ul style="list-style-type: none"> Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas. 	<ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. 	<p><u>Being Imaginative and Expressive</u></p> <ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.
Physical development	<ul style="list-style-type: none"> Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. 		
Communication	<ul style="list-style-type: none"> Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. 	<ul style="list-style-type: none"> Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. 	

Knowledge, Skills and Understanding breakdown for Music			
Year One			
	Performing	Composing (including notation)	Appraising
Expected	<ul style="list-style-type: none"> •Can they use their voice to speak/sing/chant? •Do they join in with singing? •Can they use instruments to perform? •Do they look at their audience when they are performing? •Can they clap short rhythmic patterns? •Can they copy sounds? 	<ul style="list-style-type: none"> •Can they make different sounds with their voice? •Can they make different sounds with instruments? •Can they identify changes in sounds? •Can they change the sound? •Can they repeat (short rhythmic and melodic) patterns? •Can they make a sequence of sounds? •Can they show sounds by using pictures? 	<ul style="list-style-type: none"> •Can they respond to different moods in music? •Can they say how a piece of music makes them feel? •Can they say whether they like or dislike a piece of music? •Can they choose sounds to represent different things? •Can they recognise repeated patterns? •Can they follow instructions about when to play or sing?
Year One (Challenging)			
Exceeding	<ul style="list-style-type: none"> •Can they make loud and quiet sounds? •Do they know that the chorus keeps being repeated? 	<ul style="list-style-type: none"> •Can they tell the difference between long and short sounds? •Can they tell the difference between high and low sounds? •Can they give a reason for choosing an instrument? 	<ul style="list-style-type: none"> •Can they tell the difference between a fast and slow tempo? •Can they tell the difference between loud and quiet sounds? •Can they identify two types of sound happening at the same time?

Knowledge, Skills and Understanding breakdown for Music			
Year Two			
	Performing	Composing (including notation)	Appraising
Expected	<ul style="list-style-type: none"> •Do they sing and follow the melody (tune)? •Do they sing accurately at a given pitch? •Can they perform simple patterns and accompaniments keeping a steady pulse? •Can they perform with others? •Can they play simple rhythmic patterns on an instrument? •Can they sing/clap a pulse increasing or decreasing in tempo? 	<ul style="list-style-type: none"> •Can they order sounds to create a beginning, middle and end? •Can they create music in response to <different starting points>? •Can they choose sounds which create an effect? •Can they use symbols to represent sounds? •Can they make connections between notations and musical sounds? 	<ul style="list-style-type: none"> •Can they improve their own work? •Can they listen out for particular things when listening to music?
Year Two (Challenging)			
Exceeding	<ul style="list-style-type: none"> •Can they sing/play rhythmic patterns in contrasting tempo; keeping to the pulse? 	<ul style="list-style-type: none"> •Can they use simple structures in a piece of music? •Do they know that phrases are where we breathe in a song? 	<ul style="list-style-type: none"> •Do they recognise sounds that move by steps and by leaps?

Knowledge, Skills and Understanding breakdown for Music			
Year Three			
	Performing	Composing (including notation)	Appraising
Expected	<ul style="list-style-type: none"> •Do they sing in tune with expression? •Do they control their voice when singing? •Can they play clear notes on instruments? 	<ul style="list-style-type: none"> •Can they use different elements in their composition? •Can they create repeated patterns with different instruments? •Can they compose melodies and songs? •Can they create accompaniments for tunes? •Can they combine different sounds to create a specific mood or feeling? 	<ul style="list-style-type: none"> •Can they improve their work; explaining how it has improved? •Can they use musical words (the elements of music) to describe a piece of music and compositions? •Can they use musical words to describe what they like and dislike? •Can they recognise the work of at least one famous composer?
Year Three (Challenging)			
Exceeding	<ul style="list-style-type: none"> •Can they work with a partner to create a piece of music using more than one instrument? 	<ul style="list-style-type: none"> •Do they understand metre in 2 and 3 beats; then 4 and 5 beats? •Do they understand how the use of tempo can provide contrast within a piece of music? 	<ul style="list-style-type: none"> •Can they tell whether a change is gradual or sudden? •Can they identify repetition, contrasts and variations?

Knowledge, Skills and Understanding breakdown for Music			
Year Four			
	Performing	Composing (using notation)	Appraising
Expected	<ul style="list-style-type: none"> •Can they perform a simple part rhythmically? •Can they sing songs from memory with accurate pitch? •Can they improvise using repeated patterns? 	<ul style="list-style-type: none"> •Can they use notations to record and interpret sequences of pitches? •Can they use standard notation? •Can they use notations to record compositions in a small group or on their own? •Can they use their notation in a performance? 	<ul style="list-style-type: none"> •Can they explain the place of silence and say what effect it has? •Can they start to identify the character of a piece of music? •Can they describe and identify the different purposes of music? •Can they begin to identify with the style of work of Beethoven, Mozart and Elgar?
Year Four (Challenging)			
Exceeding	<ul style="list-style-type: none"> •Can they use selected pitches simultaneously to produce simple harmony? 	<ul style="list-style-type: none"> •Can they explore and use sets of pitches, e.g. 4 or 5 note scales? •Can they show how they can use dynamics to provide contrast? 	<ul style="list-style-type: none"> •Can they identify how a change in timbre can change the effect of a piece of music?

Knowledge, Skills and Understanding breakdown for Music			
Year Five			
	Performing	Composing (using notation)	Appraising
Expected	<ul style="list-style-type: none"> •Do they breathe in the correct place when singing? •Can they sing and use their understanding of meaning to add expression? •Can they maintain their part whilst others are performing their part? •Can they perform 'by ear' and from simple notations? •Can they improvise within a group using melodic and rhythmic phrases? •Can they recognise and use basic structural forms e.g. rounds, variations, rondo form? 	<ul style="list-style-type: none"> •Can they change sounds or organise them differently to change the effect? •Can they compose music which meets specific criteria? •Can they use their notations to record groups of pitches (chords)? •Can they use a music diary to record aspects of the composition process? •Can they choose the most appropriate tempo for a piece of music? 	<ul style="list-style-type: none"> •Can they describe, compare and evaluate music using musical vocabulary? •Can they explain why they think their music is successful or unsuccessful? •Can they suggest improvements to their own or others' work? •Can they choose the most appropriate tempo for a piece of music? •Can they contrast the work of famous composers and show preferences?
Year Five (Challenging)			
Exceeding	<ul style="list-style-type: none"> •Can they use pitches simultaneously to produce harmony by building up simple chords? •Can they devise and play a repeated sequence of pitches on a tuned instrument to accompany a song? 	<ul style="list-style-type: none"> •Do they understand the relation between pulse and syncopated patterns? •Can they identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre? 	<ul style="list-style-type: none"> •Can they explain how tempo changes the character of music? •Can they identify where a gradual change in dynamics has helped to shape a phrase of music?

Knowledge, Skills and Understanding breakdown for Music			
Year Six			
	Performing	Composing (using notation)	Appraising
Expected	<ul style="list-style-type: none"> •Can they sing a harmony part confidently and accurately? •Can they perform parts from memory? •Can they perform using notations? •Can they take the lead in a performance? •Can they take on a solo part? •Can they provide rhythmic support? 	<ul style="list-style-type: none"> •Can they use a variety of different musical devices in their composition? (incl melody, rhythms and chords) •Do they recognise that different forms of notation serve different purposes? •Can they use different forms of notation? •Can they combine groups of beats? 	<ul style="list-style-type: none"> •Can they refine and improve their work? •Can they evaluate how the venue, occasion and purpose affects the way a piece of music is created? •Can they analyse features within different pieces of music? •Can they compare and contrast the impact that different composers from different times will have had on the people of the time?
Year Six (Challenging)			
Exceeding	<ul style="list-style-type: none"> •Can they perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together? 	<ul style="list-style-type: none"> •Can they show how a small change of tempo can make a piece of music more effective? •Do they use the full range of chromatic pitches to build up chords, melodic lines and bass lines? 	<ul style="list-style-type: none"> •Can they appraise the introductions, interludes and endings for songs and compositions they have created?