

Progression of skills and knowledge in Music								
	Aims	KS1 pupils should be taught to...			KS2 pupils should be taught to...			
	National Curriculum Coverage	<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 and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music. 			<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instrument 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. 			
		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowing how to... (procedural skills)	KS1 Musicianship – (Pulse/Beat, Rhythm, Pitch) KS2 Performing (Instrumental Performance and Reading Notation)	<p>Use movement and listening games to explore different sounds.</p> <p>Play music for children to move in time with.</p> <p>Play pitch matching games – humming.</p> <p>Encourage children to count the beat/syllables in words.</p>	<p>Clap a steady beat, changing as the tempo does.</p> <p>Use body percussion and classroom percussion. (tapping legs and tables)</p> <p>Repeated patterns on tuned instruments.</p> <p>Copycat rhythm, repeating word patterns.</p> <p>Compare local sounds – high & low.</p> <p>Storytelling enhancement.</p> <p>Pictures and symbols.</p>	<p>Understand that the beat can change (tempo).</p> <p>Mark the beat using clapping and tapping.</p> <p>Group beats and identify the groups in familiar songs.</p> <p>Copycat rhythm.</p> <p>Read, copy, and create own chanted rhythm (stick notation).</p> <p>Sing and match pitch (cuckoo).</p> <p>Sing short phrases, and respond to pitch changes</p>	<p>Develop facility in playing a tuned percussion or melodic instrument (recorder).</p> <p>Play and perform simple melodies following staff notations as a whole class or in small groups.</p> <p>Use listening skills to order phrases using dot notation showing arrangements of notes.</p> <p><i>Reading Notation</i></p> <ul style="list-style-type: none"> - Introduce the stave, lines and spaces, and clef. - Use dot notation to show pitch. - Difference between crochets and paired quavers. - Apply word chants to rhythms and apply syllables to musical notes. 	<p><i>Instrumental Performance.</i> Develop basic skills in a chosen instrument.</p> <p>Play and perform simple melodies following staff notation/written chords as a whole class or as small groups.</p> <p>Perform in two or more parts e.g. duet from simple notation using instruments in whole class teaching.</p> <p>Copy short melodic sequences including a pentatonic scale.</p> <p><i>Reading Notation</i></p> <ul style="list-style-type: none"> - Understand the difference between notes. - Read and perform pitch notation. - Follow and perform simple scores to a beat with sense of ensemble. 	<p><i>Instrumental Performance</i> Play melodies on tuned percussion (xylophones) following staff notation. Initially as whole class then with greater independence.</p> <p>Perform a range of pieces to form mixed ensembles (school orchestra).</p> <p>Develop skill of playing by ear on tuned instruments, coping familiar melodies.</p> <p><i>Reading Notation</i></p> <ul style="list-style-type: none"> - Further understand differences between a larger variety of notes. - Understand time signatures (2/4, 3/4, 4/4) 	<p><i>Instrumental Performance</i> Play a melody following staff notation within octave range.</p> <p>Make decisions about dynamic range including ff, pp, mf and mp.</p> <p>Accompany using block chords or bass line.</p> <p>Engage with others through ensemble playing (school orchestra, band, mixed ensemble).</p> <p><i>Reading Notation</i></p> <ul style="list-style-type: none"> - Understand a variety of notes, including their equivalent rests. - Read and perform pitch notation. - Read and play from notation a four-bar phrase, identifying note names and durations.

Composing	<p>Tap and clap rhythms to words and songs.</p> <p>Encourage chdn to create their own music in opportunities in CP.</p>	<p>Vocal chants.</p> <p>Sound effects in stories.</p> <p>Play with rhythm and pitch.</p> <p>Graphic notations (see curriculum guidance)</p>	<p>Create response to non-musical stimulus.</p> <p>Improvise own vocal chants with unturned percussion.</p> <p>Use graphic symbols to record compositions.</p>	<p>Improvising using voice and instruments in response to teacher.</p> <p>Compose in response to various stimuli.</p> <p>Combine rhythmic notation with letter names.</p>	<p>Improvise using ukulele.</p> <p>Use chord names to compose and perform simple pieces.</p> <p>Introduction to major and minor chords.</p> <p>Capture and record ideas.</p>	<p>Improvise over a drone and simple groove.</p> <p>Compose melodies.</p> <p>Compose short ternary piece – ABA.</p> <p>Compose music for atmosphere.</p> <p>Compose accompaniments.</p>	<p>Composing with multiple sections of repetition and contrast.</p> <p>Compose, play and notate a melodic phrase using a pentatonic scale.</p> <p>Chord changes in sequence.</p> <p>Extend improvised melodies over 8 beats.</p>	
	Singing	<p>Sing in groups or independently matching pitch and melody.</p>	<p>Sing simple songs, chants and rhymes.</p> <p>Control and match pitch.</p>	<p>Increase vocal control and pitch range.</p> <p>Understand relevant vocabulary.</p>	<p>Sing unison songs tunefully and with expression.</p> <p>Perform action songs confidently.</p>	<p>Sing a range of unison songs with accurate pitching.</p> <p>Sing in rounds and partner songs.</p>	<p>Sing with a sense of ensemble and performance.</p> <p>3-part rounds, partner songs, verse and chorus.</p>	<p>Sing a broader range of songs.</p> <p>3- and 4-part rounds.</p>
		Listening (Assembly focus)	<p>Listen to recorded music with opportunities for live.</p> <p>Listen attentively to music and move to it.</p> <p>Different kinds/genres of music.</p> <p>Talk about thoughts and feelings.</p>	<p>Use music to aid knowledge and understanding of stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</p>	<p>A variety of age appropriate pieces of varied genres. (Examples are given)</p> 			