



# Music Progression of Skills, Knowledge and Understanding Dishforth C of E Primary School

	EYFS		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>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.</p>		<p><b>Key Stage 1</b> <b>National Curriculum</b></p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>		<p><b>Key Stage 2</b> <b>National Curriculum</b></p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>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.</p>			
<b>Performing, Singing and Playing</b>	<ul style="list-style-type: none"> <li>Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>Pupils should be taught to play tuned and un-tuned instruments musically</li> </ul>				<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>Use and understand staff and other musical notation</li> <li>Year 5 and 6 children – whole class clarinet lessons</li> </ul>			
	Nursery	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6



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Key Objectives	Key Objectives	Key Objectives	Key Objectives	Key Objectives	Key Objectives	Key Objectives	Key Objectives
<p>Learn to sing a variety of well known nursery rhymes</p> <p>Joins in with singing</p> <p>Moves to music</p> <p>Notices different styles of music and moves appropriately</p> <p>Tap out simple repeated rhythms using un-tuned or tuned percussion</p> <p>Creates sound by rubbing, shaking, blowing, tapping, striking or blowing</p>	<p>Sing a wide range of well known nursery rhymes and songs</p> <p>Perform songs and rhymes to others</p> <p>Move in time to different styles of music</p> <p>Learn to play instruments to a beat.</p> <p>Learn how to hold an instrument with care; exploring the sound that it makes.</p> <p>Makes music in a variety of ways using voice or instrument creatively</p> <p>Enjoys creating music in a variety of ways, singing, percussion</p> <p>Learns a variety of echo songs.</p> <p>Learn to sing with a deep voice and a high pitch voice.</p> <p>Learns to perform songs to peers.</p>	<p>To begin to understand the importance of working together in a group when performing.</p> <p>To begin to understand the importance of <b>practising, rehearsing</b> and presenting a final <b>performance</b>.</p> <p>To be able to sing in tune within a limited 'pitch' range.</p> <p>To play a variety of <b>'tuned'</b> and <b>'un-tuned'</b> classroom percussion instruments.</p> <p>To know how to play selected classroom percussion instruments with support on appropriate technique.</p> <p>To explore and create music on classroom percussion instruments with support</p>	<p>To understand that song words carry meaning</p> <p>To understand the importance of <b>practising, rehearsing</b> and presenting a final <b>performance</b>, with a growing awareness of the audience.</p> <p>To be able to sing in tune within a limited 'pitch' range, performing with a good sense of pulse and rhythm.</p> <p>To know and demonstrate the importance of following a leader when singing.</p> <p>To be able to play and move between differentiated parts, according to ability.</p> <p>To be able to use listening skills effectively in order to play as a part of a group.</p> <p>To understand that music can be written down on a <b>'score'</b> for musicians to read and follow (introduction through graphic scores).</p>	<p>Have an understanding of melody and words and their importance and be able to consider how the melody and words within a song should be interpreted.</p> <p>Being to match a performance of a song to how the music sounds i.e. begin to think musically</p> <p>Through whole class instrumental sessions, begin to understand the basics and foundations of <b>staff notation</b>.</p>	<p>Through whole class instrumental sessions, be able to independently read simple staff notation</p>	<p>Have a greater understanding of melody, words and their importance and how to interpret a song musically.</p> <p>Sing within an appropriate vocal range with clear diction, mostly accurate tuning, control of breathing and appropriate tone.</p> <p>talk about the way sounds are put together and the different effects that are being created to show the composers' intention.</p> <p>make up a short rhythm on the spot</p>	<p>Sing in an ensemble with the aim of producing a round sound, clear diction, control of pitch and a musical understanding of how parts fit together.</p> <p>Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression and maintaining an appropriate pulse.</p> <p>Maintain an independent part in a small group.</p> <p>identify what is happening in the music (ostinato, pentatonic scale, pitch, syncopation, etc)</p> <p>improvise a melodic and rhythmic pattern within a structure.</p>
Outcomes	Outcomes	Outcomes	Outcomes	Outcomes	Outcomes	Outcomes	Outcomes
<p>Sings familiar songs eg pop songs or these tunes to favourite TV programs, nursery rhymes</p> <p>Shows an interest in how instruments make sounds</p> <p>Creates quiet or loud sounds</p> <p>Experiments with objects to make different sounds</p> <p>Explors how sounds and movements can be changed</p>	<p>Children learn to sing a variety of songs and ditties across the EYFS curriculum</p> <p>Children explore a variety of percussion instruments and incorporate within their play</p>	<p>Selection and use of percussion instruments to perform</p> <p>Children can sing and perform chosen songs using the note C on tuned percussion</p>	<p>Children can sing and perform chosen songs using the notes G, A and C on tuned percussion</p> <p>Feedback on performances</p>	<p>Begin to follow staff notation by performing using recorders, hand bells and glockenspiels.</p> <p>Play instruments achieving specific notes and techniques</p> <p>E D C F</p>	<p>Follow staff notation by performing using recorders.</p> <p>Follow simple, whole class accompaniment using hand bells and glockenspiels with increased accuracy</p> <p>Play instruments achieving specific notes and techniques</p> <p>E D C F</p>	<p>Follow more complex, whole-class accompaniment using clarinets</p> <p>Using voice to demonstrate understanding</p> <p>Play instruments with more precision</p> <p>describes musical effects heard and talks about how they have been created</p>	<p>Follow more complex, whole-class accompaniment using clarinets</p> <p>Using voice to demonstrate understanding</p> <p>Play tuned instruments with more precision</p> <p>Begin to improvise using skills learned</p>



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<b>Key Vocabulary</b>	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>
Loud Quiet Fast Slow Happy Sad Music Tap Shake	Sing Listen Clap Respond Like Dislike Tap Play	Practise Rehearse Perform Pitch Tuned Un-tuned Simple Percussion Instruments	Practise Rehearse Perform Pitch Pulse Rhythm Score Percussion Instruments Glockenspiel Audience Melody Dynamics Tempo	Melody Musicality Notes Simple staff notation	Notes Staff notation Crochet Quaver Pitch Tempo dynamics pentatonic scale unison	Control Melody Performance Diction Tuning	Control Fluency Accuracy Expression Melody Performance Diction Tuning Solo Ensemble

Listening and Appraising	Nursery	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			Key Stage 1		Key Stage 2			
	Children will have the opportunity to hear music of different styles and with different instruments	<ul style="list-style-type: none"> <li>Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music</li> </ul>			<ul style="list-style-type: none"> <li>Listen with attention to detail and recall sounds with increasing aural memory</li> <li>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 Objectives</b>  Talk about the music that they hear  Know that different instruments make different sounds	<b>Key Objectives</b>  Learn to distinguish sounds that a selection of instruments makes.  Learns to discriminate sounds created by the voice.  Learns a repertoire of familiar musical scores and talks about how they make them feel.  Learns to responds to music using body movements.	<b>Key Objectives</b>  To know the term <b>'pulse'</b> and understand that this is the heartbeat of a piece of music, which never stops  To be able to internalise the pulse and, with support, reflect this through body movements (e.g. clapping, or marching)  To know the term <b>'rhythm'</b> and understand that rhythm is long and short sounds that happen over a steady beat.  Begin to be able to identify rhythmic patterns found in speech  To know the term <b>'pitch'</b> and understand that pitch relates to <b>high</b> and <b>low</b> sounds	<b>Key Objectives</b>  To know the term <b>'tempo'</b> and understand that this is the speed of the pulse with in a piece of music  To know the term <b>'dynamics'</b> and understand that this refers to music getting louder, or quieter  To be able to use simple musical language to describe the music being listened to  To be able to offer simple feedback, when watching, or listening to a performance	<b>Key Objectives</b>  Listen with increasing concentration to a variety of music from different styles, traditions and times, and begin to place the music in its historical context.  To know the term <b>'texture'</b> and understand that this term is used to describe the different layers of sound within a piece of music (i.e. one part, or two different parts)  Continue to use correct musical language to describe the music you are listening to and your feelings towards it.	<b>Key Objectives</b>  To know the term <b>'timbre'</b> and understand that this term is used to describe the different musical tones produced by instruments (e.g. comparing string instruments to woodwind)  To know the term <b>'structure'</b> and understand that this term is used to describe the way in which a piece of music has been constructed (e.g. verse, chorus, verse)  To understand that pulse, tempo, pitch, dynamics, timbre, structure and texture form the <b>'dimensions of music'</b> and that these can be used to describe any type of music.	<b>Key Objectives</b>  Listen with concentration to a variety of music from different styles, traditions and times and with support, place the music in its historical context.  Confidently recognise different basic orchestral instruments and their sounds  talk about different types of music, and compare different types of music using musical vocabulary.	<b>Key Objectives</b>  Listen with concentration to a variety of musical pieces.  Appraise with deeper understanding of the styles, genres and historical context.  Compare genres, discussing similarities and differences using precise musical vocabulary.  analyse and compare features in {folk, classical, music theatre, world} music such as instrumentation, style, texture, tempo, dynamics.



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<p><b>Outcomes</b></p> <p>Say if they like the music</p> <p>Say if they do not like the music</p> <p>Say how the music makes them feel</p>	<p><b>Outcomes</b></p> <p>Initiate new combinations of movement and gestures in order to express and respond to feelings, ideas and experiences</p> <p>Developing preferences for forms of expression</p> <p>Use movement to express feelings and in response to music</p>	<p><b>Outcomes</b></p> <p>Children will listen to and appraise a wide variety of pop and musical theatre tracks.</p> <p>Children will start to identify different sounds within the music, listening for specific instruments.</p> <p>Children will discuss preferences and use specific vocabulary to do this.</p>	<p><b>Outcomes</b></p> <p>Children will listen to and appraise a wide variety of genres.</p> <p>Children will start to identify specific instruments.</p> <p>Children will indicate music preferences noting the tempo and dynamics of a piece of music.</p>	<p><b>Outcomes</b></p> <p>Children will listen to and appraise a wide variety of genres and begin to identify where the music originated from and from what time period.</p> <p>Children will be able to describe the texture and layers of a piece of music</p> <p>Children will indicate music preferences using correct musical language</p>	<p><b>Outcomes</b></p> <p>Children will continue to listen to and appraise a wide variety of genres and begin to identify where the music originated from and from what time period.</p> <p>Children will be able to describe the structure of a piece of music including chorus etc.</p> <p>Children will indicate music preferences using correct musical language</p>	<p><b>Outcomes</b></p> <p>Children will appraise a wide variety of pieces of music identifying with more precision the origins and historical context.</p> <p>Children will begin to identify individual instruments in more complex pieces.</p> <p>Children will indicate music preferences using correct musical language</p> <p>Children will listen with attention to detail and perform longer parts/songs by ear.</p>	<p><b>Outcomes</b></p> <p>Children will appraise a wide variety of pieces of music identifying with more precision the origins and historical context.</p> <p>Children will identify individual instruments in more complex pieces.</p> <p>Children will indicate music preferences using correct musical language</p> <p>Children will talk about how music shows the time and place it was written, and show understanding of the history of music of different cultures.</p>
<p><b>Key Vocabulary</b></p> <p>Listen Hear Like Dislike Sound</p>	<p><b>Key Vocabulary</b></p> <p>Sing Listen Clap Respond Like Dislike</p>	<p><b>Key Vocabulary</b></p> <p>Listen Like Dislike Rhythm Pitch</p>	<p><b>Key Vocabulary</b></p> <p>Audience Dynamics Tempo Preference</p>	<p><b>Key Vocabulary</b></p> <p>Audience Dynamics Tempo Preference Texture</p>	<p><b>Key Vocabulary</b></p> <p>Musical style Timbre Structure Dimensions of music Musical instruments</p>	<p><b>Key Vocabulary</b></p> <p>Appraising Syncopation Structure Melody Cover Pulse, Rhythm, Pitch Tempo Dynamics Timbre Texture Structure Dimensions Of Music Unison Harmony</p>	<p><b>Key Vocabulary</b></p> <p>Appraising Syncopation Structure Melody Cover Pulse, Rhythm, Pitch Tempo Dynamics Timbre Texture Structure Dimensions Of Music Unison Harmony</p>

<b>Composing and Improvising</b>	<b>Nursery</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>
	Characteristics of effective learning		<b>Key Stage 1</b>		<b>Key Stage 2</b>			
<ul style="list-style-type: none"> <li>• Playing with possibilities (<i>what if? what else?</i>)</li> <li>• Visualising and imagining options</li> </ul>		<ul style="list-style-type: none"> <li>• Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul>		<ul style="list-style-type: none"> <li>• Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> </ul>				



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<ul style="list-style-type: none"> <li>Finding new ways to do things</li> <li>Testing their ideas</li> <li>Developing ideas of sequences,</li> <li>Planning, making decisions about how to approach a task, solve a problem and reach a goal</li> <li>Flexibly changing strategy as needed</li> <li>Reviewing how well the approach worked</li> </ul>							
<p><b>Key Objectives</b></p> <p>Explores how to create a variety of sounds using instruments and found items</p> <p>Repeats sounds or actions to create own music</p> <p>Sings with others or on own</p>	<p><b>Key Objectives</b></p> <p>Learns how to create a variety of sound effects using voices and instruments (including self made).</p> <p>Learn that different materials create different sounds.</p> <p>Learns to perform songs to peers.</p>	<p><b>Key Objectives</b></p> <p>To know that to improvise is to make up simple rhythms and then be able to do this within the context of the song being covered</p> <p>To be able to improvise simple rhythmic patterns</p>	<p><b>Key Objectives</b></p> <p>To be able to create simple 'melodies' within the context of the song being learnt (up to three notes)</p> <p>To begin to be able to recognise the link between shape and pitch within graphic notations</p>	<p><b>Key Objectives</b></p> <p>Begin to create more complex tunes and melodies within the context of the song that is being learnt</p>	<p><b>Key Objectives</b></p> <p>Begin to recognise and musically demonstrate awareness of a link between shape and pitch by writing graphic notations of simple compositions or improvisations.</p>	<p><b>Key Objectives</b></p> <p>Confidently create own melodies within the context of the song that is being learnt.</p> <p>Start to choose, combine and organise patterns and musical ideas within musical structures and do this with understanding.</p> <p>use symbols to represent the music I have created.</p> <p>make up a short rhythm on the spot</p>	<p><b>Key Objectives</b></p> <p>Build an improvisation on a pentatonic scale. Integrate a deeper knowledge of the interrelated dimensions of music ie how rhythm and tempo and dynamics are part of the creation.</p> <p>Choose, combine and organise patterns and musical ideas within musical structures and do this with understanding.</p> <p>use a variety of notations (graphic score, notes on the stave, chord symbols, etc)</p> <p>Children can improvise a melodic and rhythmic pattern within a structure.</p>
<p><b>Outcomes</b></p> <p>Uses movement and sounds to express experiences, expertise, ideas and feelings</p> <p>Creates sounds, movements, drawings to accompany stories</p> <p>Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes</p>	<p><b>Outcomes</b></p> <p>Building a repertoire of songs and dances</p> <p>Exploring the different sounds of instruments</p>	<p><b>Outcomes</b></p> <p>Children can perform their own compositions to the rest of the class.</p> <p>Compositions will include simple rhythm created by body percussion or using percussion instruments</p>	<p><b>Outcomes</b></p> <p>Children can perform their own compositions to the rest of the class.</p> <p>Compositions will include simple melodies using voice and instruments</p>	<p><b>Outcomes</b></p> <p>Children can compose their own tunes using percussion instruments, recorders, glockenspiels and hand bells</p> <p>E D C F</p>	<p><b>Outcomes</b></p> <p>Children can compose their own tunes using percussion instruments, recorders, glockenspiels and hand bells</p> <p>E D C F</p>	<p><b>Outcomes</b></p> <p>Children can compose their own tunes using percussion instruments, Samba drums, glockenspiels and hand bells</p> <p>Include own lyrics in compositions.</p> <p>Children can record their compositions using notation</p> <p>G D E A B</p>	<p><b>Outcomes</b></p> <p>Children can compose their own tunes using percussion instruments, glockenspiels and hand bells</p> <p>Include own lyrics in compositions.</p> <p>Children can use standard notation to record compositions.</p> <p>A B C D E F G</p>



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Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
<b>Sound</b> <b>Music</b> <b>Sing</b> <b>Play</b>	Sing Listen Clap Respond Like Dislike	Pulse Rhythm Pitch Improvise Compose Perform	Pulse Rhythm Melody Perform Improvise Compose Pitch	Pulse Rhythm Pitch Perform Audience Improvise Dynamics Tempo Improvise Compose	Pulse Rhythm Pitch Perform Audience Improvise Dynamics Tempo Improvise Compose	Style Indicators Melody Compose Improvise Cover Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure Improvise Compose	Style Indicators Melody Compose Improvise Cover Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure Improvise Compose