



Rattlesden C of E Primary Academy

Believe Embrace Shine Together I can do all things through Christ who strengthens me.' Philippians 4:13

Progression of skills

Music

STICKY KNOWLEDGE/KEY LEARNING IN BOLD

	EYFS	Year 1	Year 2	Year 3
Performing	<p>Can they use their voice to speak/sing/chant?</p> <ul style="list-style-type: none"> • Do they join in with singing? • Can they clap short rhythmic patterns? • Can they experiment with creating sounds with different instruments? <p>Can they perform a rhythm?</p>	<ul style="list-style-type: none"> • Can they use their voice to speak/sing/chant? • Do they join in with singing? • Can they clap short rhythmic patterns? • Can they use instruments to perform a simple piece? • Can they respond to musical indications about when to play or sing? • Can they respond musically with increasing accuracy to a call (high/low, loud/soft, fast/slow) and keep a steady pulse? <p><i>Can they perform a rhythm to a steady pulse?</i></p>	<p>Can they follow the melody using their voice or an instrument?</p> <ul style="list-style-type: none"> • Can they sing songs as an ensemble following the tune (melody) well? • Can they perform in an ensemble with instructions from the leader (e.g. hand signals to indicate pitch and duration of notes)? • Can they play simple rhythmic patterns on an instrument? • Can they sing/clap a pulse increasing or decreasing in tempo? • Do they have control when playing instruments? • Can they perform musical patterns keeping a steady pulse? <p><i>Can they understand the importance of a warm up?</i></p> <ul style="list-style-type: none"> • <i>Can they sing/play rhythmic patterns in contrasting dynamics; keeping to the pulse?</i> 	<p>Do they sing songs from memory with increasing expression, accuracy and fluency?</p> <ul style="list-style-type: none"> • Do they maintain a simple part within an ensemble? • Do they modulate and control their voice when singing and pronounce the words clearly? • Can they play notes on tuned and un-tuned instruments with increasing clarity and accuracy? • Can they improvise (including call and response) within a group using the voice? • Can they collaborate to create a piece of music? <p><i>Can they sing/play rhythmic patterns in contrasting tempo; keeping to the pulse?</i></p>



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Listening		<p>Respond to different moods of music, in different ways</p>	<ul style="list-style-type: none"> • Listen to simple inter-related dimensions of music • Verbally recall what they have heard with simple vocabulary – loud, soft, high, low • Begin to say what they like and dislike 	<ul style="list-style-type: none"> • Describe music using appropriate vocabulary • Begin to compare different kinds of music • Recognise differences between music of different times and cultures
Composing	<ul style="list-style-type: none"> • Can they make a range of sounds with their voice? • Can they make a range of sounds with instruments? • Can they represent sounds pictorially? • Can they begin to sequence sounds to create a rhythm or beat? • Can they repeat (short rhythmic and melodic) patterns? • Can they begin to read pictorial representations of music? (e.g. colourcoded bells, music story maps) 	<ul style="list-style-type: none"> • Can they make a range of sounds with their voice? • Can they make a range of sounds with instruments? • Can they identify changes in sounds? • Can they tell the difference between long and short sounds? • Can they represent sounds pictorially? • Can they make a sequence of sounds for a purpose? • <i>Can they repeat (short rhythmic and melodic) patterns?</i> • <i>Can they give a reason for choosing an instrument?</i> 	<ul style="list-style-type: none"> • Can they order sounds to create a beginning, middle and end? • Can they represent sounds pictorially with increasing relevance? • Can they choose sounds to achieve an effect (including use of technology)? • Can they begin to compose short melodic patterns using two or three notes (tuned instruments/voice)? • Can they create short, rhythmic patterns – sequences of long and short sounds? • Are they selective in the control used on an instrument in order to create an intended effect? • Can they create their own symbols to represent sounds? • Can they choose sounds to create an effect on the listener? 	<ul style="list-style-type: none"> • Can they create repeated patterns using a range of instruments? • Can they combine different sounds to create a specific mood or feeling? • Do they understand how the use of tempo can provide contrast within a piece of music? • Can they begin to read and write musical notation? • Can they effectively choose, order, combine and control sounds to create different textures? • Can they use silent beats for effect (rests)? • Can they combine different inter-related dimensions of music (e.g. fast/slow, high/low, loud/soft) in their composition? • <i>Can they create accompaniments for melodies?</i>



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			<ul style="list-style-type: none"> • Can they use simple structures (e.g. repetition and order) in a piece of music? • Do they know that phrases are where we breathe in a song? 	<ul style="list-style-type: none"> • Can they compose a simple piece of music that they can recall to use again? • Do they understand metre in 4 beats; then 3 beats?
<p>Appraising</p>	<ul style="list-style-type: none"> • Can they say if they like or dislike a piece of music? • Can they identify and distinguish environmental sounds? • Can they begin to describe the sounds? (e.g. loud, quiet, high, low, fast, slow) • Can they begin to express how music makes them feel? • Can they identify reasons why they like some music more than others? 	<ul style="list-style-type: none"> • Can they form an opinion to express how they feel about a piece of music? • Can they recognise repeated patterns? • Can they tell the difference between a fast and slow tempo, loud and quiet, and high and low sounds? • Can they hear the pulse in a piece of music? • Can they tell the difference between loud and quiet sounds? • Can they describe how sounds are made and changed? • Can they respond to different moods in music and say how a piece of music makes them feel? • Can they identify what different sounds could represent and give a reason why? 	<ul style="list-style-type: none"> • Can they identify particular features when listening to music? • Can they begin to associate sounds they hear with instruments? • Can they independently identify the pulse in a piece of music and tap along? • Can they listen carefully to recall short rhythmic patterns? • Can they begin to recognise changes in timbre, dynamics and pitch? • Are they able to recognise and name different instruments by sight? • Can they evaluate and improve their own work and give reasons? • Can they tell whether a change (e.g. pitch, tempo, dynamic, texture and timbre) is gradual or sudden and describe its effect? 	<ul style="list-style-type: none"> • Can they use musical words (pitch, duration, dynamics, tempo) to describe and give their opinion on a piece of music? • Can they evaluate and improve their work, explaining how it has improved using a success criterion? • Do they know that music can be played or listened to for a variety of purposes (including different cultures and periods in history)? • Are they able to recognise a range of instruments by ear? • Can they internalise the pulse in a piece of music? • Can they identify the features within a piece of music? • Can they recognise changes in sounds that move incrementally and more dramatically? • Can they compare repetition, contrast and variation within a piece of music?



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		<ul style="list-style-type: none"> • Can they identify texture - listening for whether there is more than one sound at the same time? • Can they identify musical structure in a piece of music (verse, chorus etc.)? 		
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	Year 4	Year 5	Year 6
Performing	<ul style="list-style-type: none"> • Can they perform a simple part of an ensemble rhythmically? • Can they sing songs from memory with increasing expression, accuracy and fluency? • Can they improvise using repeated patterns with increasing accuracy and fluency? • <i>Can they use selected pitches simultaneously to produce simple harmony?</i> 	<ul style="list-style-type: none"> • Can they sing and use their understanding of meaning to add expression? • 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? • Can they maintain their part whilst others are performing their part? • <i>Can they use pitches simultaneously to produce harmony by building up simple chords?</i> • <i>Can they devise and play a repeated sequence of pitches on a tuned instrument to accompany a song?</i> 	<ul style="list-style-type: none"> • Can they begin to sing a harmony part? • Can they begin to perform using notations? • Can they take the lead in a performance? • Can they take on a solo part? • Can they provide rhythmic support? • Can they perform parts from memory? • <i>Can they perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together?</i>



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<p>Listening</p>	<ul style="list-style-type: none"> • Describe what they hear using a wider range of musical vocabulary • Recognise how the inter-related dimensions of music are used by composers to create different moods and effects • Understand the cultural and social meaning of lyrics • Appreciate harmonies, drone and ostinato • Explore ways the way in which sounds are combined towards certain effects • Understand the relationship between lyrics and melody 	<ul style="list-style-type: none"> • Describe, compare and evaluate different kinds of music using an appropriate and broad musical vocabulary • Analyse and compare features from a wide range of music • Discern and distinguish layers of sound and understand their combined effect • Identify cyclic patterns – verse and chorus, coda • Recognise how different inter-related dimensions of music are combined and used expressively in many different types of music 	<ul style="list-style-type: none"> • Evaluate differences in live and recorded performances • Consider how one piece of music may be interpreted in different ways by different performers, sometimes according to venue and occasion
<p>Composing</p>	<ul style="list-style-type: none"> • Can they use notations to record and interpret sequences of pitches? • Can they use notations to record compositions in a small group or on their own? • Can they use notation in a performance? • 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 begin to use standard notation? • Can they use their notations to record groups of pitches (chords)? • Can they choose the most appropriate tempo for a piece of music? • Can they use technology to compose music which meets a specific criterion? • 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"> • Do they recognise that different forms of notation serve different purposes? • Can they combine groups of beats? • Can they use a variety of different musical devices in their composition? (e.g. melody, rhythms and chords) • 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?



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<p>Appraising</p>	<ul style="list-style-type: none"> • Can they explain why silence is used in a piece of music 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 use musical words (pitch, duration, timbre, dynamics, tempo) to describe a piece of music and composition? • <i>Can they identify how a change in timbre can change the effect of a piece of music?</i> 	<ul style="list-style-type: none"> • Can they describe, compare and evaluate music using musical vocabulary? • Can they suggest improvements to their own or others' work? • Can they choose the most appropriate tempo for a piece of music? • Can they identify and begin to evaluate the features within different pieces of music? • Can they contrast the work of established composers and show preferences? • <i>Can they explain how tempo changes the character of music?</i> • <i>Can they identify where a gradual change in dynamics has helped to shape a phrase of music?</i> 	<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 compare and contrast the impact that different composers from different times will have had on the people of the time? • Can they analyse features within different pieces of music? • <i>Can they appraise the introductions, interludes and endings for songs and compositions they have created?</i>
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