

Progression of knowledge – Music



**Statutory National Curriculum Objectives – Music**

- KS1** Pupils should be taught:
- 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 live and recorded music
  - experiment with, create, select and combine sounds using the inter-related dimensions of music.

- KS2** Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- 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

	<b>Performing Instruments</b>	<b>Performing Singing</b>	<b>composing</b>	<b>Listening</b>	<b>Dynamics of Music (texture/duration/pitch/timbre/tempo/dynamics/structure/notation)</b>	<b>Reviewing</b>
<b>EYFS</b>	<ul style="list-style-type: none"> <li>● I can play my instruments safely and pick them up and put them down quietly.</li> <li>● I can stand or sit to perform.</li> <li>● I can remain quiet whilst waiting for a turn.</li> <li>● I can watch and follow the leader’s signals.</li> </ul>	<ul style="list-style-type: none"> <li>● I can use my voice in different ways e.g. whispering, speaking, singing, thinking.</li> <li>● I can use big,clear, mouth shapes to form words.</li> <li>● I have begun to find my singing voice, both on my own and with others.</li> <li>● I can sing a repertoire of chants and 3 and 3 tone songs from memory.</li> </ul>	<ul style="list-style-type: none"> <li>● I can take turns at pattern making.</li> <li>● I can put my sounds together with someone else’s.</li> </ul>	<ul style="list-style-type: none"> <li>● I can use non-verbal methods to describe how music makes me feel e.g. using face cards to describe music that makes me feel happy or sad.</li> <li>● I can respond to music with movement, e.g.stomp, tiptoe,walk, run.</li> </ul>	<ul style="list-style-type: none"> <li>● (T)I can perform simple accompaniments to a melody.</li> <li>● (D)I can differentiate between long and short sounds.</li> <li>● (D)I can show an awareness of pulse.</li> <li>● (P) I can differentiate between high and low sounds.</li> <li>● (P) I can show changes in pitch using tuned percussion e’g’ steps, slides, jumps.</li> <li>● (Ti) I can explore sounds and classify sound makers e.g shake, tap, scrape.</li> </ul>	<ul style="list-style-type: none"> <li>● I understand that different instruments produce different sounds.</li> <li>● I can use non-verbal methods to show my opinion e.g. thumbs up or down.</li> </ul>

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					<ul style="list-style-type: none"> <li>• (Ti) I can choose sounds to accompany a song or story.</li> <li>• (Tel) I can differentiate between fast and slow.</li> <li>• (D) I can differentiate between loud and quiet sounds.</li> <li>• (St) I can start and stop when playing with others.</li> <li>• (N) I can use pictures to represent and organise sounds.</li> <li>• I can write/draw patterns to represent long and short sounds.</li> <li>• I can use words/pictures to create rhythm patterns.</li> </ul>	
KS1	<ul style="list-style-type: none"> <li>• I can sit silently with an instrument.</li> <li>• I can perform to people I don't know.</li> <li>• I can respond to the needs of different performing locations.</li> <li>• I can practise and refine performances in groups and as a class.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use internalisation (the thinking voice) with some accuracy and control.</li> <li>• I can sing with an awareness of pitch and phrase, following the shape of the melody.</li> <li>• I can set a starting pitch for a song.</li> <li>• I can sing with good posture and breathing.</li> </ul>	<ul style="list-style-type: none"> <li>• I can choose and order sounds and patterns.</li> <li>• I can compose in a small group with other children..</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe music and express my feelings about the mood of music through words or pictures.</li> <li>• I can respond to instructions given musically, using my body and instruments.</li> <li>• I can listen and.</li> <li>• I can listen and respond to a specific question about a piece of music, e.g. identify chorus.</li> <li>• I can listen to other people perform with increasing discernment saying what I like and dislike about the piece.</li> </ul>	<ul style="list-style-type: none"> <li>• (T) I can layer patterns together.</li> <li>• (T) I can decide on combinations of sound for a particular task.</li> <li>• (D) I can control changes in duration – longer/shorter sounds.</li> <li>• (D) I can keep a steady pulse and play at different speeds.</li> <li>• (D) I can clap back a simple rhythm.</li> <li>• (D) I can differentiate between pulse and rhythm.</li> <li>• (D) I can use a rhythmic ostinato to accompany a song.</li> <li>• (P) I can control changes in pitch with my voice and instruments – higher/lower.</li> <li>• (P) I can create and perform simple melodies using two tones of a tuned instrument.</li> <li>• (Ti) I can differentiate between metal, wood, tuned, tuned and un-tuned instruments.</li> <li>• (Ti) I can choose sounds to represent ideas e.g.shakers for leaves falling off the tree).</li> <li>• (Ti) I can accompany songs with thought to the meaning/mood.</li> <li>• (Te) I can control changes in tempo with my body and instruments e.g. faster/slower.</li> <li>• (Dy) I can control changes in dynamics with my voice and instruments e.g louder/quieter.</li> </ul>	<ul style="list-style-type: none"> <li>• I can suggest changes to the performances by using the opposites (faster/slower, louder/quieter,higher/lower).</li> </ul>

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					<ul style="list-style-type: none"> <li>• (Dy) I can choose appropriate dynamics for songs and accompaniment.</li> <li>• (St) I can understand that a piece of music is made up of different sections e.g. beginning, ending, verse, chorus.</li> <li>• (N) I can perform sounds (including pitch and rhythm) from a simple graphic score, (1 or 2 line).</li> <li>• I can use symbols to notate my compositions.</li> </ul>	
<p><b>Lower KS2</b></p> <ul style="list-style-type: none"> <li>• I can perform as part of a team.</li> <li>• I can carry on if I make a mistake.</li> <li>• I can change the way music is performed to reflect the occasion.</li> <li>• I can perform by ear and by using forms of notation.</li> </ul>	<ul style="list-style-type: none"> <li>• I can perform as part of a team.</li> <li>• I can carry on if I make a mistake.</li> <li>• I can change the way music is performed to reflect the occasion.</li> <li>• I can perform by ear and by using forms of notation.</li> </ul>	<ul style="list-style-type: none"> <li>• I understand that composers think and plan, make music and try to make it better.</li> <li>• I can both be in charge of a group and take directions when working on a composition.</li> </ul>	<ul style="list-style-type: none"> <li>• I can listen to short extracts commentating on aspects of the music eg. The genre.</li> <li>• I can listen to a piece several times in order to get to know it.</li> <li>• I can be a good audience member, showing willingness to listen, concentrate and respond.</li> <li>• I can listen and comment on music from different historical periods, displaying increasing understanding of the factors that have influenced the development of different genres over time. E.g. role of the slave trade in bringing African rhythms to the west.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use texture for special effects.</li> <li>• I can recognise ensembles – orchestra, choir etc.</li> <li>• I can recognise and use simple rhythmic notation</li> <li>• I can tap a pulse in different metres (2, 3, 4,,5)</li> <li>• I can improvise a rhythm over a steady pulse.</li> <li>• I can explore and create melodies that use steps and leaps and a wide range of notes.</li> <li>• I can show an understanding of scales in my compositions and performances e.g. pentatonic, blues, Raga.</li> <li>• I understand the concept of, and use, the ‘home note’when composing.</li> <li>• I can select a sound or instrument to achieve an effect e.g. quiet playing on chime bars to create something peaceful</li> <li>• I can identify families of instruments and world instruments e.g. wind, brass, African drums.</li> <li>• I can use a range of changes in tempo, both gradually and suddenly.</li> <li>• I can use tempo for effects.</li> <li>• I can change dynamics gradually or abruptly.</li> </ul>	<ul style="list-style-type: none"> <li>• I can suggest improvements to group compositions , using the appropriate vocabulary</li> <li>• I can use an extended musical vocabulary to express personal taste.</li> </ul>	

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					<ul style="list-style-type: none"> <li>• I can use dynamics to improve the quality of my compositions.</li> <li>• I can understand and make use of intalian terms – f, p, mf, mp, crescendo, diminuendo.</li> <li>• I can explore and compose using simplestructures e.g. binary, rondo, question and answer.</li> <li>• I can create my own ostinato and riffs (rhythms and melodic) and play them in time with others.</li> <li>• I can use a graphic score with a more complex texture.</li> <li>• I can recognise crotchets, crotchet rests, quavers, minims, semibreves and use them to compose and perform rhythms.</li> </ul>	
Upper KS2	<ul style="list-style-type: none"> <li>• I can play confidently to a variety of audiences.</li> <li>• I can play in ensemble, taking an individual part showing an awareness of balance.</li> <li>• I can lead a group by counting in, beating time etc.</li> <li>• I can recover from mistakes in a performance.</li> </ul>	<ul style="list-style-type: none"> <li>• I can play confidently to a variety of audiences.</li> <li>• I can play in ensemble, taking an individual part showing an awareness of balance.</li> <li>• I can lead a group by counting in, beating time etc.</li> <li>• I can recover from mistakes in a performance.</li> </ul>	<ul style="list-style-type: none"> <li>• I can bear in mind the purpose of a piece and the ability of the players.</li> <li>• I can plan a composition alone or in a group and monitor its development.</li> </ul>	<ul style="list-style-type: none"> <li>• I can listen to longer extracts and describe using knowledge of inter-related dimensions of music.</li> <li>• I can listen for small details within a dense structure.</li> <li>• I can compare music of contrasting styles and genres using appropriate vocabulary.</li> <li>• I can identify or suggest purposes for musical extracts.</li> </ul>	<ul style="list-style-type: none"> <li>• I can unpick a texture to recognise instruments in the background, middle or foreground.</li> <li>• I can build a texture in my composition to create an effect</li> <li>• I can perform and compose more complicated rhythms, aurally and from notations.</li> <li>• I can understand the music is given character by the use of metre and rhythm patterns, and select them as appropriate in my compositions.</li> <li>• I can understand and use chords in sequences.</li> <li>• I can use an octave to compose and improvise melodies.</li> <li>• I can understand that particular sets of notes give music its characteristic sound – e.g. minor chords for sad music, major for happy.</li> <li>• I can create music that uses appropriate sounds to achieve an intention, e.g. creating sea soundscape</li> <li>• I can select appropriate sounds to achieve an effect for a</li> </ul>	<ul style="list-style-type: none"> <li>• I can suggest and implement improvements to compositions and performances, saying whether the changes have worked in achieving the intended effect and why/not</li> </ul>

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purpose, e.g. strong beat on drum for dance music.

- I can make an informed choice about tempo in compositions.
- I can control intended changes of speed and notice unintended ones.
- I can choose appropriate dynamics and dynamic changes for occasion and venue.
- I can use dynamics in ensembles to show balance and prominence of parts.
- I can make decisions about how best to structure a piece of music.
- I can manipulate sounds and loops to create compositions.
- I can recognise and use simple staff notation.