Knowledge and Skills progression in Music Year group overview

Renishaw Primary School Skills and Sticky knowledge Progression Music

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. The three Characteristics of Effective Teaching and Learning are: **playing and exploring** - children investigate and experience things, and 'have a go'; **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things. In addition, the prime areas of learning **(PSE, CL, PD)** underpin and are an integral part of children's learning in all areas.

EYFS Music Skills

Nursery Rhymes & Christmas songs	Charanga- Our World Vivaldi's Spring from the Four Seasons	Big Bear Funk/Reflect, rewind, replay San Sean's Carnival of the animals CCL - dinosaurs
• Begins to build a repertoire of songs and dances. • Explores the different sounds of instruments. • Experiment with ways of changing them.		• Listen and respond to different styles of music • Learn to sing rhymes/songs composition share and perform

EYFS Music Knowledge

Autumn – Nursery Rhymes & Christmas songs

- I know some nursery rhymes and Christmas songs by heart
- I know some simple dances and can move to the rhythm of a song
- I know I can change the words to some songs

Spring – Charanga- Our World (Vivaldi's Spring from the Four Seasons)

- I know some songs by heart
- I know about beats, pace and tempo
- I know instruments make different sounds

Summer – Reflect, rewind, replay (San Sean's Carnival of the animals CCL – dinosaurs)

- I know how to move to different styles of music
- I know how to make up my own song and share and perform to a group

By the end of EYFS children should be able to:

Play a range of percussion instruments
Understand terms beat, rhythm, tempo and pace
Sing a range of familiar songs and rhymes
Perform in front of an audience.

Key Vocabulary

Nursery rhymes, song, dance, move, instruments, percussion, change, beat, rhythm, tempo, pace, style, compose, perform

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Features

Features The inter- related dimensions of music are the building blocks of all music and run throughout music lessons being an overarching strand. These include pitch, duration, dynamics, tempo, timbre structure, notation and musical vocabulary. (See progression of inter-related dimensions below)

At key stage 1, the knowledge progression takes full account of the national curriculum's strands of:

- Singing
- Playing an instrument
- Listening and Appreciating
- Creating own music

At key stage 2, the knowledge progression takes full account of the national curriculum's strands of:

- Performing
- Composing
- Listening
- Use and understand
- Appreciate
- History of Music

Skills are dependent on specific knowledge. A skill is the capacity to perform and in order to perform a deep body of knowledge needs to be acquired and retained.

These knowledge statements should be what pupils retain for ever. In other words, this knowledge is within their long-term memory and will be retained.

Strand	Singing	Playing an instrument	Listening and appreciate	Create own music
Key Stage 1	• Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes	• Pupils should be taught to play tuned and untuned instruments musically	• Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music	• Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music

Strand	Performing	Use and understand	Listen	Appreciate	Composing	History of Music
Key Stage 2	• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	• Use and understand staff and other musical notations	• Listen with attention to detail and recall sounds with increasing aural memory	• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	• Improvise and compose music for a range of purposes using the inter-related dimensions of music	• Develop an understanding of the history of music

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Strand	Year 1	Year 2	Strand	Year 3	Year 4	Year 5	Year 6
	• make different sounds with voice expressively • sing short songs from memory	• Sing with varying dynamics • Sing short songs from memory • Sing back short melodies by ear		• sing songs in unison following direction of pitch and keeping pulse • sing in time with others	• sing songs in unison following direction of pitch and keeping pulse • sing in time others • sing songs from memory with accurate pitch • perform on instruments with increasing accuracy and dynamics – following direction • use notation to record pitch	• maintain own part whilst others are performing their part • begin to use staff notation when playing an instrument • sing in unison and simple harmonies confidently and accurately • perform parts from memory • perform with accuracy, fluency, control and expression	• sing in unison and simple harmonies confidently and accurately • perform parts from memory • perform with accuracy, fluency, control and expression
Playing an instrument	• use instruments to perform maintaining pulse • choose sounds to represent different things • Copy short phrases • Respond to directions of tempo/dynamic changes	• play simple rhythmic patterns on an instrument keeping a steady pulse • sing and play back short melodies • play short melodies by letter notation	**Use and understand**	• create repeated patterns with different instruments • create repeated patterns on a variety of instruments • play in time with others	• create repeated patterns with different instruments • create repeated patterns on a variety of instruments • play in time with others • use notation to record and interpret sequences of pitches • play off beat (syncopated rhythms with increasing accuracy • begin to use staff notation • analyse features within different pieces of music • perform from graphic and begin to perform from staff notation • perform from direction of a leader	• use notation to record and interpret sequences of pitches • play off beat (syncopated rhythms with increasing accuracy	• begin to use staff notation • analyse features within different pieces of music • perform from graphic and begin to perform from staff notation • perform from direction of a leader
Listening and appreciate	• say whether they like or dislike a piece of music • say how a piece of music makes you feel. • say when you might hear a piece of music (e.g., lullaby) • understand pulse and rhythm	• make connections between notations and musical sounds • choose instruments for a desired effect • begin to say how changes in mood of music are made	**Listening**	• listen carefully and recognise high and low pitches and phrases	• explain why silence is often needed in music and explain what effect it has	• use musical terms when listening and explaining ideas	• accurately recall a part of the music listened to using musical vocabulary
			Appreciate	• use musical words to describe likes and dislikes in a piece of music • know that music from around the world has different features	• identify and describe the different purposes of music and the stylistic features	• describe, compare and evaluate music using musical vocabulary • explain why they think music is successful or unsuccessful	• evaluate how the venue, occasion and purpose affects the way a piece of music is created
Create own music	• clap and repeat short rhythmic and melodic patterns • make a sequence of sounds and respond to	• order sounds to create a beginning, middle and an end • create music in response to different starting points	**Composing**	• combine different sounds to create a specific mood or feeling • create a layered composition	• use notation to record compositions in a small group or individually • use voices, bodies and instruments to create music • begin to improvise	• suggest improvements to own and others' work • use a variety of different musical devices in composition (including melody, rhythms and chords).	• use a variety of different musical devices in composition (including melody, rhythms and chords).

	different moods in music • • sort sounds using simple criteria (e.g., loud, soft)	• confidently represent sounds using a range of symbols					
Key Skills	• Begin to demonstrate an understanding of how sound can be changed within a performance • Begin to evaluate an exemplar as a starting point for the process of critique by talking about likes and dislikes. • Listen with concentration and begin to summarise their ideas and feelings • Begin to demonstrate some control and rhythmic awareness when playing un-tuned instruments	• Demonstrate an understanding of how sound can be changed within a performance • Evaluate an exemplar as a starting point for the process of critique by talking about likes and dislikes. • Listen with concentration and summarise their ideas and feelings • Demonstrate some control and rhythmic awareness when playing tuned and un-tuned instruments	**Key Skills**	Begin to demonstrate some understanding of pitch, and musical expression in a performance • Begin to evaluate an exemplar as a starting point for the process of critique • Begin to analyse and compare simple sounds • Begin to demonstrate some control and rhythmic awareness when using invented notations to play tuned and untuned instruments	• Demonstrate some understanding of pitch, and musical expression in a performance • Evaluate an exemplar as a starting point for the process of critique • Analyse and compare simple sounds • Demonstrate increasing control and rhythmic awareness when using invented notations to play tuned and untuned instruments	• Begin to combine a range of dimensions in a performance • Begin to choose and combine musical ideas • Begin to evaluate and appraise established works using a range of exemplars as a starting point for critique • Begin to analyse and compare sounds and musical ideas • Begin to use established and invented notations to play tuned and un-tuned instruments, demonstrating shifts in tempo	• Combine a range of dimensions in a performance • Choose and combine musical ideas • Evaluate and appraise established works using a range of exemplars as a starting point for critique • Analyse and compare sounds and musical ideas • Use established and invented notations to play tuned and untuned instruments, demonstrating shifts in tempo

Progression of inter-related dimensions In music

Dimension	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pitch	• To understand • what high and low • notes are	• To understand that pitch means how high or low notes are • To understand that tunes instruments play more than one pitch	• To know that some instruments have high, and some have low pitches To know that high and low pitches make a melody	• To know that pitches create the key of a song To know that a key makes a song sound happy or sad • To know that a pentatonic melody has only 5 different notes	• To know that a bass line is the lowest pitched line in music • A glissando is a sliding pitch • To know that transposing a melody changes its key	• To know a minor key makes music sound sad ad a major makes it sound happy	• To know that a melody ca be adapted by changing its pitch
Duration	•To know that notes can be long or short	•To know that rhythm is a pattern of long and short notes	To know that duration is how long a piece or note lasts	•To know that crotchets are worth 1 beat •To know that written music tells the performer how long to play a note for	•To know that poly rhythms are different rhythms played at once know that by combining different melodies you create a texture	•To know that poly rhythms are different rhythms played at once	•To know that silences in music are rests •To know that a quaver is worth half a beat
Dynamics	• To understand that instruments can be played loudly or softly	• To know that dynamics means how loud or soft a sound is	To know that dynamics have an effect on the listener	• To know that crescendo means getting louder	• To know that changing dynamics can change the texture of a piece of music	• To know that using effects can change your voice	• To know that a melody can be adapted by changing its dynamics
Tempo	• To know that music is fast or slow	• To know that pulse is the steady beat that runs through a piece of music	To know that tempo of music can be changed to create a different effect		• To understand that playing in time means all performers playing together at the same speed	• To know that a slow tempo can be used to make music sound sad	• To know that a melody can be adapted by changing its dynamic, pitch or tempo.
Timbre	• To know that different instruments create a different character	• To know that timbre means the quality of a sound • To know that a voice creates different timbres	• To know that different instruments can create sound effects	• To know that timbre affects the mood and style of the music	• To know that grouping instruments can create contrasting textures	• To know that human voices have their own timbres	• To know that timbre can be thought of as tone colour
Texture	•To know that music often as more than one instrument playing at a time at the same time	•To know that music has layers called textures	To know that a graphic score can show layers in music	•To know that much music contains different layers of sound	•To know that combining different instruments and rhythms will create texture	•To know that a chord is layering different pitches at the same time	•To know that texture can be created by adding or removing instruments to a piece of music
Structure	• To recognise chorus in a familiar song	• To know that a piece of music can have more than one structure	To understand that structure is the organisation of sounds in music	• To know that music from different places has different structures	• To know that structure can help to create interesting music	• To know that a loop is a repeated rhythm	• To know that a theme can be changed in music by a variation to its structure
Notation	To know that signals can tell us when to stop and start playing/singing	To understand that music can be represented by pictures or symbols	To know that notation means writing music down	To understand that reading music means looking at symbols that relate to what notes to play	To know that performance directions tell the performer how to play	To know that pictures can be used to represent the structure of music To understand that staff notation can be on or between a line	To know that graphic notation uses pictures and/or symbols