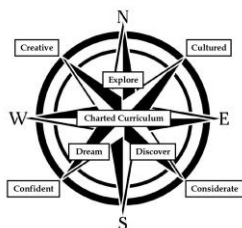


Progression of Knowledge, Understanding and skills in Music

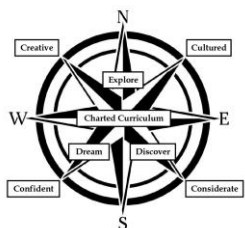
School Phase	Phase 1			Phase 2				Phase 3		
Year Group	30- 50	40 -60	Year R ELG	Year 1	Year 2		Year 3	Year 4	Year 5	Year 6
Use of voice expressively and creatively	<p>Sings a few familiar songs.</p> <p>Enjoys and joins in with dancing and ring games.</p> <p>Sings to self and makes up simple songs</p>	<p>Begins to build up a repertoire of songs</p>	<p>Children sing songs and experiment with ways of changing them.</p> <p>Sing echo songs and perform movements to a steady beat.</p> <p>Explore singing at different speeds and pitch to create moods and feelings.</p> <p>Discover how to use the voice to create loud and soft sounds.</p>	<p>Explore the use of the voice in different ways such as speaking, singing and chanting. Discover how the voice can produce rhythm and pulse, high and low (pitch) to create different effects. Find out how to sing with expression, confidence and creativity to an audience.</p>	<p>Sing with a sense of the shape of a melody. To represent sounds with symbols. To improvise in making sounds with the voice. Perform songs using creativity and expression and create dramatic effect.</p>	Play and Perform	<p>Sing in tune. Perform simple melodic and rhythmic parts. Improvise repeated patterns. Beginning to understand the importance of pronouncing the words in a song well. Start to show control in voice. Perform with confidence.</p>	<p>Sing in tune with awareness of others. Perform simple melodic and rhythmic parts with awareness of others. Improvise repeated patterns growing in sophistication. Sing songs from memory with accurate pitch. Maintain a simple part within a group. Understand the importance of pronouncing the words in a song well. Show control in voice. Play notes on instruments with care so they sound clear. Perform with control and awareness of what others in the group are singing or playing.</p>	<p>I create songs with an understanding of the relationship between lyrics and melody. Whilst performing by ear and from notations, I maintain my own parts with awareness of how the different parts fit together and the need to achieve an overall effect. Breathe well and pronounce words, change pitch and show control in singing. Perform songs with an awareness of the meaning of the words. Hold a part in a round. Perform songs in a way that reflects there meaning and the occasion. Sustain a drone or melodic ostinato to accompany singing. Play an accompaniment on an instrument (e.g. glockenspiel, bass drum or cymbal).</p>	<p>Perform significant parts from memory and from notations with awareness of my own contribution. Refine and improve my own work. Sing or play from memory with confidence, expressively and in tune. Perform alone and in a group, displaying a variety of techniques. Take turns to lead a group. Sing a harmony part confidently and accurately.</p>
Play tuned and unturned instruments		<p>Explores the different sounds of instruments.</p>	<p>Children make music and experiment with ways of changing them</p> <p>Play instruments to a steady beat.</p>	<p>Play instruments showing an awareness of others. Repeat and investigate simple beats and rhythms. Learn to play sounds linking with symbols.</p>	<p>Perform simple patterns and accompaniments keeping to a steady pulse. Recognise and explore how sounds can be organised. Respond to starting points that have been given</p>	Improvise and compose music	<p>To compose music that combines musical elements. Carefully choose sounds to achieve an effect. Order my sounds to help create an effect. Create short musical patterns with long and short sequences</p>	<p>Compose music that combines several layers of sound. Awareness of the effect of several layers of sound. compose and perform melodies and songs. (Including using ICT). Use sound to create abstract effects. Recognise and create repeated patterns with a range of instruments.</p>	<p>Use the venue and sense of occasion to create performances that are well appreciated by the audience. Compose by developing ideas within musical structures. Improvise melodic and rhythmic phases as part of a group performance. Improvise within a group.</p>	<p>Improvise melodic and rhythmic material within given structures. Show thoughtfulness in selecting sounds and structures to convey an idea. Create my own musical patterns. Use a variety of different musical devices including melody, rhythms, and chords.</p>



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			<p>Understand how to hold and play an instrument with care.</p> <p>Explore the different sounds instruments make.</p> <p>Choose an instrument to create a specific sound</p>	Understand how to play an instrument with care and attention.	Understand how to control playing a musical instrument so that they sound, as they should.		and rhythmic phrases.	Create accompaniments for tunes. Carefully choose order, combine and control sounds with awareness of their combined effect.		
<p>Experiment with, create, select and combine sounds</p>	<p>Explore and learns how sounds can be changed</p> <p>Beginning to move rhythmically</p> <p>Imitates movement in response to music</p> <p>Taps out repeated rhythms.</p> <p>Makes up rhythms.</p> <p>Creates movement with response to music</p>	Explore the different sounds of instruments.	<p>Choose different instruments, including the voice, to create sound effects in play.</p> <p>Investigate a variety of ways to create sound with different materials.</p> <p>Experiment performing songs and music together with body movements to a steady beat.</p>	<p>Create a sequence of long and short sounds with help, including clapping longer rhythms.</p> <p>Investigate making sounds that are very different (loud and quiet, high and low etc.).</p> <p>Explore own ideas and change as desired.</p>	<p>Choose carefully and order sounds in a beginning, middle and end. Use sounds to achieve an effect. (including use of ICT)</p> <p>Create short musical patterns. Investigate long and short sounds</p> <p>Explore changes in pitch to communicate an idea</p>	Use and understand staff and other musical notation		<p>Learn to read music. Use Staff and musical notation when composing work. Know how many beats in a minim, crotchet and semibreve and I recognise their symbols. Know the symbol for a rest in music, and use silence for effect in my music</p>	<p>Know and use standard musical notation of crotchet, minim and semibreve. To indicate how many beats to play. Read the musical stave and can work out the notes, EGBDF and FACE. Draw a treble clef at the correct position on the stave</p>	<p>Use of a variety of notation when performing and composing. Compose music for different occasions appropriate musical devises. Quickly read notes and know how many beats they represent. Use a range of words to help describe music. (e.g. pitch, duration, dynamics, tempo, timbre, texture, and silence. Describe music using musical words and use this to identify strengths and weaknesses in music.</p>
<p>Listen with concentration and understanding</p>	<p>Capture experiences and responses with a range of media such as</p>		Express feelings in music by responding to different	Choose sounds to represent different things (ideas, thoughts, feelings, moods	Notice how music can be used to create different moods and effects and to communicate ideas.	Listen with attention to detail and recall sounds.	To notice and explore the way sounds can be combined and used expressively.	To notice, analyse and explore the way sounds can be combined and used expressively. To comment on musicians	Notice and explore the relationship between sounds. Notice and explore how music	Notice, comment on and compare the use of musical devises. Notice, comment on and compare the



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	music, dance and paint and other materials or words.		<p>moods in a musical score.</p> <p>Listen to music and respond by using hand and whole body movements.</p> <p>Listen to different sounds (animal noise, water etc.) and respond with voice and movement.</p>	<p>etc.). Reflect on music and say how it makes people feel, act and move. Respond to different composers and discuss different genres of music.</p>	<p>Listen and understand how to improve own composition. Sort composers in to different genres and instruments in to different types.</p>		<p>Listen to different types of composers and musicians.</p>	<p>use of technique to create effect.</p>	<p>reflects different intentions.</p>	<p>relationship between sounds. Notice, comment on, compare and explore how music reflects different intentions.</p>
						<p>Appreciate and understand a wide range of live and recorded music.</p>	<p>Begin to recognise and identify instruments being played. Comment on likes and dislikes. Recognise how musical elements can be used together to compose music.</p>	<p>Begin to recognise and identify instruments and numbers of instruments and voices being played. Compare music and express growing tastes in music. Explain how musical elements can be used together to compose music.</p>	<p>Compare and evaluate different kinds of music using appropriate musical vocabulary. Explain and evaluate how musical elements, features and styles can be used together to compose music.</p>	<p>Analyse and compare musical features choosing appropriate musical vocabulary. Explain and evaluate how musical elements, features and styles can be used together to compose music.</p>
						<p>Develop an understanding of the history of music</p>	<p>Describe the different purposes of music throughout history and in other cultures. Understand that the sense of occasion affects the performance</p>	<p>Understand that the sense of occasion affects the performance. Combine sounds expressively</p>	<p>Understand the different cultural meanings and purposes of music, including contemporary culture. Use different venues and occasions to vary my performances.</p>	<p>Notice and explore how music reflects time, place and culture. Understand and express opinions on the different cultural meanings and purposes of music, including contemporary cultural Use different venues and occasions to vary my performances.</p>