Kippax Greenfield Primary School
Music Knowledge and Skills Progression

Our children become independent, responsible and well-rounded musicians who appreciate a range of cultural and ethnically diverse compositions and develop their own musical talents.

	Key Knowledge and Skills			Musical Vocabulary
	Play and Perform	**Create and Compose**	**Appreciation**	
EYFS	Use voices to echo sounds Join in call and response and familiar songs Taps rhythms to accompany words, eg tapping the syllables of names/objects/animals/lyrics of a song	Use an instrument to play a simple beat Create a piece of music based on an element of music as a starting point to create a piece eg loud/quiet (dynamics) Creates rhythms using instruments and body percussion	To say what they like and dislike about a piece of music To respond to music by creating marks/symbols/pictures Moves to the sound of instruments and pieces of music	Percussion Syllable Fast Slow Loud Quiet
1	Use voices in different ways such as speaking, singing and chanting To create and choose sounds To perform simple rhythmical patterns, beginning to show an awareness of pulse To begin to identify simple repeated patterns and follow basic musical instructions	To know about and experiment with sounds To recognise and explore how sounds can be organised To identify and organise sounds using simple criteria e.g. loud, soft, high, low To begin to represent sounds with simple sounds including shapes and marks	To talk about how music makes you feel or want to move To begin to understand that musical elements can be used to create different moods and effects. To listen to short, simple pieces of music and talk about when and why they may hear it. E.g: a lullaby or Wedding march. To think about and make simple suggestions about what could make their own work better	High Low Listen Music Pattern Song Chant
2	Use voices expressively and creatively To sing with the sense of shape of the melody To perform rhythmical patterns and accompaniments, keeping a steady pulse	To create and choose sounds for a specific effect To begin to explore, choose and order sounds To confidently represent sounds with a range of symbols shapes or marks	To understand and respond to how musical elements create different moods and effects. To listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary	Beat Tempo Dynamics Pitch Repeat Rhythm Sequence Tune/Melody

	Repeat short rhythmic and melodic patterns To identify and recognise repeated patterns and follow a wider range of musical instructions		To identify what improvements could be made to own work and make these changes, including altering use of voice, playing of and choice of instruments.	
3	To sing in unison, becoming aware of pitch. To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes. To listen with attention and begin to recall sounds. To begin to recognise simple notations to represent music, including pitch and volume	To create simple rhythmical patterns that use a small range of notes To begin to join simple layers of sound	To explore and comment on the ways sounds can be used expressively To begin to understand how different musical elements are combined and used to create an effect. To listen to and begin to respond to music drawn from different traditions and great composers and musicians. To comment on the effectiveness of own work, identifying and making improvements.	Ostinato Rhythm Beat Duration Structure Melody Perform Pitch Tunefully Rest
4	To sing in unison maintaining the correct pitch and using increasing expression. To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics. To listen to and recall patterns of sounds with increasing accuracy.	To create rhythmical and simple melodic patterns using an increased number of notes. To join layers of sound, thinking about musical dynamics of each layer and understanding the effect. To recognise and explore the ways sounds can be combined and used expressively and comment on this effect To understand and begin to use established and invented musical notations to represent music	To understand how different musical elements are combined and used expressively. To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians. To comment on the effectiveness of own work, identifying and making improvements based on its intended outcome.	Aural Compose Texture Dynamics Expression Musician Recall Tempo Timbre

5	To sing in unison with clear diction, controlled pitch and sense of phrase To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression To maintain my own part and be aware how the different parts fit together To listen to and recall a range of sounds and patterns of sounds confidently.	To create increasingly complicated rhythmic and melodic phrases within given structures To recognise and use a range of musical notations including staff notation	To describe, compare and evaluate different types of music beginning to use musical vocabulary To begin to identify the relationship between sounds and how music can reflect different meanings. To comment on the success of own and other's work, suggesting improvements based on intended outcomes.	Solo Chord Composer Ensemble Harmony Melody Notation Notes Posture Projection
6	To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase To play and perform with accuracy, fluency, control and expression To think about the audience when performing and how to create a specific effect To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence	To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures To use and apply a range of musical notations including staff notation, to plan, revise and refine musical material	To develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed To describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music* To identify and explore the relationship between sounds and how music can reflect different meanings. To evaluate the success of own and other's work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.	Audience Composition Expressively Notation Variation Phrases Theme

*Inter-related dimensions of music (dynamics):

PULSE: the steady beat of a piece of music

PITCH: the melody and the way the notes change from low to high and vice versa.

RHYTHM: or duration is the pattern of long and short sounds in a piece of music

DYNAMICS: Loud and soft

TEMPO: Fast and slow

TIMBRE: The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments)

TEXTURE: Layers of sound (number of instruments or voices playing together)

STRUCTURE: The way the music is laid out –e.g. Verse, chorus, verse.