

Music Progression of Knowledge, Skills and Understanding

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Performing		<u>National Curriculum</u> Pupils should be taught to: <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes 		<u>National Curriculum</u> Pupils should be taught to: <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 			
		To perform rhymes, raps and songs To follow the conductor or band leader To listen to, copy and repeat a simple rhythm or melody To understand how to sing musically after warming up, sitting or standing well so that I can project the sounds confidently	To improvise a simple rhythm using different instruments including my voice To confidently perform rhymes, raps and songs To sing a song in two parts To practise, rehearse and perform music to an audience with confidence	To sing songs with multiple parts with increasing confidence To play and perform in solo or ensemble contexts with confidence	To play and perform in solo or ensemble contexts with increasing confidence	To sing as part of an ensemble with increasing confidence and precision To play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression	To sing as part of an ensemble with full confidence and precision To play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression
Listening		<u>National Curriculum</u> Pupils should be taught to: <ul style="list-style-type: none"> listen with concentration and understanding to a range of high-quality live and recorded music 		<u>National Curriculum</u> Pupils should be taught to: <ul style="list-style-type: none"> 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 			
		To concentrate and listen to a piece of music To find the pulse by moving my body To say what I like or dislike about a piece of music and describe how it makes me feel	To listen to and understand different pieces of high quality live and recorded music To find the pulse and internalise it in my head	To listen with direction to a range of high quality music To find the pulse in songs/music with confidence To begin to listen to and recall sounds with increasing aural memory	To listen to and recall sounds with increasing aural memory	To listen with attention to detail and recall sounds with increasing aural memory	To listen with attention to detail and recall sounds with increasing aural memory and accuracy To appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great composers and musicians

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Technical vocabulary, musical history and notation				National Curriculum Pupils should be taught to <ul style="list-style-type: none"> use and understand staff and other musical notations develop an understanding of the history of music. 			
		<p>To use musical words and phrases to describe a piece of music</p> <p>To name different musical instruments</p> <p>To understand that rhythm describes the mixture of long and short sounds which are performed on top of the pulse</p> <p>To understand that pitch describes how high or low sounds are</p> <p>To understand that tempo describes how fast or slow the music is</p> <p>To understand that dynamics describe how loud or quiet the music is</p>	<p>To understand that timbre describes the character or quality of a sound</p> <p>To understand that texture describes the layers within the music</p> <p>To understand that structure describes how different sections of music are ordered</p> <p>To describe a piece of music using musical language</p> <p>To understand that the words in a song can affect its melody</p>	<p>To confidently recognise a range of musical instruments</p> <p>To understand that improvisation is when a composer makes up a tune within boundaries</p> <p>To understand that composition is when a composer writes down and records a musical idea</p> <p>To understand some formal, written notation which includes crotchets and rests</p>	<p>To confidently recognise a range of musical instruments and the different sounds they make</p> <p>To confidently recognise and explore a range of musical styles and traditions and know their basic style indicators</p> <p>To use musical language to appraise a piece or style of music</p> <p>To understand some formal, written notation which includes minims and quavers</p>	<p>To understand how pulse, rhythm and pitch work together</p> <p>To understand some formal, written notation which includes semibreves and dotted crotchets and their position on a staff</p> <p>To develop an increasing understanding of the history and context of music</p>	<p>To develop a deeper understanding of the history and context of music</p> <p>To appropriately discuss the dimensions of music and recognise them in music heard</p> <p>To deepen my understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets</p>
Using instruments		National Curriculum Pupils should be taught to: <ul style="list-style-type: none"> play tuned and untuned instruments musically 					
			<p>To use tuned and untuned classroom percussion to play accompaniments and tunes</p> <p>To use tuned and untuned classroom percussion to compose and improvise</p> <p>To play instruments using the correct techniques with respect</p>		<p>To copy increasingly challenging rhythms using body percussion and untuned instruments</p>		

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Composition		<u>National Curriculum</u> Pupils should be taught to: <ul style="list-style-type: none"> experiment with, create, select and combine sounds using the inter-related dimensions of music. 		<u>National Curriculum</u> Pupils should be taught to: <ul style="list-style-type: none"> improvise and compose music for a range of purposes using the inter-related dimensions of music 			
			To experiment with, create, select and combine sounds using the inter-related dimensions of music			To compose complex rhythms using my aural memory To improvise with increasing confidence using my own voice, rhythms and varied pitch	To create a simple composition and record it using formal notation To improvise and compose music for a range of purposes using the inter-related dimensions of music

For details of specific styles of music, composers, pieces of music and instruments, refer to the individual 'Charanga' scheme of work guide for each yeargroup.