



Progression of Key Knowledge and Skills in Music



Key Skills	Reception
Listen and Respond	<p>Learn that music can touch your feelings.</p> <p>Enjoy moving to music by dancing, marching, being animals or Pop stars.</p> <p>Find the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse.</p> <p>Copy basic rhythm patterns of single words, building to short phrases from a song.</p> <p>Explore high and low using voices and sounds of characters in a song. Listen to high-pitched and low-pitched sounds on a glockenspiel.</p> <p>Invent a pattern using a one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song.</p>
Singing	<p>Sing along with a pre-recorded song and add actions.</p> <p>Sing along with a backing track.</p>
Share and Perform	<p>Perform nursery rhymes by singing and adding actions or dancing.</p> <p>Perform nursery rhymes or songs by adding a simple instrumental part.</p> <p>Record the performance to talk about.</p>

Key Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Performing Greater depth skills in purple.	can sing in unison and two parts play accurately and mostly in time C D and E copy simple rhythms and clap syllables of words	play accurately and mostly in time C,D,E, G, A and B in different performances play accurately a larger variety of notes in different performances. copy rhythms and clap syllables of words	play accurately and mostly in time four or more notes in different performances read and perform a variety of notes in different performances. improvise as part of the performance several notes	play five or more notes in different performances play accurately and in time improvise as part of the performance melodies and rhythms read and play accurately all notes in different performances.	can perform from simple notations can perform your own part and be aware of how all the parts fit together lead their group, 'be the conductor'	can perform your own part from memory can perform from notations can explain your role in a performance (leading/solo part/support) take the leadership role within the group	can improvise over given music can make tiny adjustments to fit your own part into the group's performance while leading the group is able to make changes to enhance the performance
Composing Greater depth skills in purple.	can make and change sounds create own simple rhythms	compose a simple melody with a simple rhythm create own rhythms	compose and perform simple melody with a simple rhythm compose using five notes (a pentatonic scale)	compose own lyrics compose simple melody with simple rhythms and use it as part of the performance will start to make own musical decisions creating musical ideas to copy or respond to	can use improvisation to develop ideas can suggest improvements to your own work, saying whether it sounded like you wanted it to will help others to improve their compositions	can experiment with techniques used by other composers can use a variety of notations to compose music for a variety of occasions can compose melodies, rhythms, chords and structures can use their own musical skills to enhance the composition	can refine and improve your own work can improvise and compose in different genres and styles can use techniques other composers have used takes a leading role to ensure the composition contains all the elements it should

<p>Listening</p> <p>Greater depth skills in purple.</p>	<p>find the pulse and understand that it is the beat of the music</p> <p>recognise two or more instruments that they hear</p>	<p>find the pulse in a variety of the music.</p> <p>recognise three instruments that they hear</p> <p>recognise many instruments that they hear</p>	<p>can identify structures introduction, verse and chorus</p> <p>know difference between pulse and rhythm</p> <p>recognise most instruments and voices that they hear</p> <p>identify changes in tempo and dynamic</p>	<p>can identify structures and themes</p> <p>identify instruments and voices</p> <p>identify changes in tempo, dynamic and texture</p>	<p>can explain some of the reasons why the piece of music might have been composed</p> <p>can describe, compare and evaluate music using musical vocabulary</p> <p>identify changes in tempo, dynamic and texture and rhythm</p>	<p>can identify techniques/clichés used by a composer</p> <p>can explain how the occasion or the purpose of the music affects the ways it was written, performed or listened to</p> <p>identify changes in tempo, dynamic and texture, rhythm and comment on the mood</p>	<p>can explain where and when a piece might have been composed</p> <p>can analyse and compare musical features</p> <p>identify changes in tempo, dynamic and texture, rhythm. comment on the mood and timbre</p>
<p>Appraising</p> <p>Greater depth skills in purple.</p>	<p>listen to different styles of music, say likes and dislikes</p> <p>identify some styles of music</p> <p>watch their performances identify what they liked best</p>	<p>understand that music has different styles</p> <p>identify different styles of music</p> <p>watch their performances identify what they liked best and how they felt</p>	<p>understand that music can have a theme</p> <p>watch their performances identify their likes and dislikes, explaining why they did/didn't enjoy it</p> <p>explore how pulse, rhythm and pitch work together</p>	<p>watch their performances identify their likes and dislikes, suggesting improvements</p> <p>describe how pulse, rhythm and pitch work together</p>	<p>can make improvements to your own work and say what you want it to sound like</p> <p>describe how pulse, rhythm and pitch work together and how the music is structured</p>	<p>can suggest improvements to your own and others' work and talk about what has or hasn't been achieved in comparison to what was wanted</p> <p>describe how pulse, rhythm and pitch work together how the music is structured and how the mood affects it</p>	<p>can refine your work (make small adjustments to improve it)</p> <p>describe how pulse, rhythm and pitch work together how the music is structured, how the mood and timbre affects it</p>