

Progression in music

2020



Musical glossary

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
performance	pulse rhythm	percussion melody shape rhythm pulse	pitch rhythm notation bars time signatures crochet pulse tempo	notation stave pitch dynamics solo ensemble motifs	timbre rounds harmony melody phrases rests	gestures expression quavers crochets minims semibreves

MUSIC PROGRESSION OF SKILLS AND KNOWLEDGE 2020

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>PERFORMANCE</u> What do children need to learn? INTENT	Children need to learn to; <ul style="list-style-type: none"> Play and sing pieces of music where they start and finish together. 	Children need to learn to; <ul style="list-style-type: none"> Play tuned and untuned percussion instruments. Use their voice with an awareness of others. 	Children need to learn to; <ul style="list-style-type: none"> Play or sing a part with increased control, fluency, expression and accuracy on tuned and untuned instruments. 	Children need to learn to; <ul style="list-style-type: none"> Play or sing music from notation and memory with increasing accuracy, fluency, control and expression. 	Children need to learn to; <ul style="list-style-type: none"> Maintain their part in a performance with confidence, accuracy, fluency, control and an expression. Have an awareness of what others are playing or singing. 	Children need to learn to; <ul style="list-style-type: none"> Take the lead in instrumental singing performances. Provide suggestions to others.
<u>SINGING</u> What do children need to learn?	Children need to learn how to; Sing traditional songs, nursery rhymes and chants clearly.	Children need to learn how to; <ul style="list-style-type: none"> Sing simple songs and chants with a 	Children need to learn how to; <ul style="list-style-type: none"> Use their voices in different ways, including using a 	Children need to learn how to; <ul style="list-style-type: none"> Sing songs accurately both 	Children need to learn how to; <ul style="list-style-type: none"> Maintain a part within an ensemble when 	Children need to learn how to <ul style="list-style-type: none"> Use gesture and expression to create a finished

		sense of melody and shape .	loud or a soft voice. <ul style="list-style-type: none"> Identify simple repeated patterns. 	solo and part of an ensemble.	singing in a round or in harmony.	polished performance.
<u>PULSE AND RHYTHM</u> What do children need to learn?	Children need to learn how to; <ul style="list-style-type: none"> Copy a simple rhythm or pulse by clapping or using percussion. 	Children need to learn how to; <ul style="list-style-type: none"> Play a range of rhythms and pulses and identify the differences between them. 	Children need to learn how to; <ul style="list-style-type: none"> Identify a pulse in a piece of music, realising that two, three, four or more beats to the bar can be counted. 	Children need to learn how to; <ul style="list-style-type: none"> Play and create repeated rhythmic patterns. 	Children need to learn how to; <ul style="list-style-type: none"> Play and create extended rhythmic patterns, including rests. 	Children need to learn how to; <ul style="list-style-type: none"> Play and create pieces of music with a clear understanding of pulse and rhythm.
<u>COMPOSITION</u> What do children need to learn?	Children need to learn to; <ul style="list-style-type: none"> Create, select and combine sound effects or rhythms using a variety of instruments, objects and the voice. 	Children need to learn to; <ul style="list-style-type: none"> Create, select and combine layers of sound and vocalisations with awareness of the effect 	Children need to learn to; <ul style="list-style-type: none"> Improvise and compose sequences of sounds and vocals. Record them using notes or pictures. 	Children need to learn; <ul style="list-style-type: none"> Improvise and compose a sequence of sounds and vocals for different instruments. Record them using standard or invented notation. 	Children need to learn to; <ul style="list-style-type: none"> Create a composition that combines layers of sound and vocalisations. Create a composition that shows an awareness of pitch, tempo, rhythm, melody and dynamics. 	Children need to learn to; <ul style="list-style-type: none"> Compose and perform a group score using a wide variety of timbres, textures, rhythms and motifs.
<u>NOTATION</u> What do children need to learn?	Children need to learn that; <ul style="list-style-type: none"> music can be written down and read. 	Children need to learn to be able to; <ul style="list-style-type: none"> recognise and respond to simple notation. 	Children need to learn to; <ul style="list-style-type: none"> recognise and respond to standard and invented musical notation and symbols. 	Children need to learn to; <ul style="list-style-type: none"> play or sing melodies from standard and invented musical notation and symbols. 	Children need to learn to; <ul style="list-style-type: none"> use standard notation to perform and write music. 	Children need to learn to; <ul style="list-style-type: none"> use features of standard notation when composing.
<u>MUSIC APPRECIATION</u>	Children need to learn to; <ul style="list-style-type: none"> listen and respond to a range of high quality live and 	Children need to learn to; <ul style="list-style-type: none"> Listen and respond with movement, words and pictures 	Children need to learn to; <ul style="list-style-type: none"> Listen and respond to pieces of music 	Children need to learn to; <ul style="list-style-type: none"> Compare and evaluate different 	Children need to learn to; <ul style="list-style-type: none"> Use descriptive words and relevant 	Children need to learn to; <ul style="list-style-type: none"> Identify and explain patterns

What do children need to learn?	<p>recorded music and songs.</p> <ul style="list-style-type: none"> Identify the melody (the main tune), the instruments used and the feelings the music engenders. 	<p>to a range of high-quality live and recorded music that tell a story.</p> <ul style="list-style-type: none"> Identify the pitch, rhythm and volume of notes played on different instruments. 	<p>written around the same theme.</p> <ul style="list-style-type: none"> describe the sounds and changes in a piece of music – pitch (high or low), timbre (sound quality), dynamics (loudness) and tempo (speed) 	<p>genres of music using appropriate musical vocabulary.</p> <ul style="list-style-type: none"> Name instruments; Strings – violins Brass – trombones Woodwind – clarinets Percussion - drums 	<p>musical vocabulary when talking about the elements of live or recorded music within a piece.</p>	<p>and motifs in live and recorded music that provoke feelings in the listener.</p>
<u>Listening</u> What do children need to learn?	<p>Children need to learn to;</p> <ul style="list-style-type: none"> Listen to sounds or a piece of music, identifying basic features. 	<p>Children need to learn to;</p> <ul style="list-style-type: none"> Describe how an instrument has been used to represent a sound, animal or object. 	<p>Children need to learn to;</p> <ul style="list-style-type: none"> Recognise and describe sounds and changes in a piece of music using musical vocabulary. 	<p>Children need to learn to;</p> <ul style="list-style-type: none"> Describe how different instruments are used throughout a piece of music to add interest and meaning. 	<p>Children need to learn to;</p> <ul style="list-style-type: none"> Explain how pitch, tempo, rhythm, melody, dynamics and major and minor tonality have been used to create particular feelings in the listener. 	<p>Children need to learn to;</p> <ul style="list-style-type: none"> Listen to and comment on a wide range of genres and musical styles using a broad musical vocabulary
<u>SIGNIFICANT PEOPLE</u> What do children need to learn?	<p>Study composers' lives and describe their lives in simple terms.</p>	<p>Describe the lives and music of composers studied.</p>	<p>Describe the lives and music of romantic composers. (1830-1900)</p>	<p>Describe the lives and music of famous 20th century composers (1901-2000)</p>	<p>Describe the lives and music of Renaissance and Baroque composers (1400s-1600s)</p>	<p>Describe the lives and music of famous classical composers. (1750-1825)</p>