



Mytchett Primary Academy – Music Knowledge and Skills Progression



Controlling Sounds through Singing and Playing (Play and Perform)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Take part in singing.</p> <p>Follow instructions on when to sing or to play an instrument.</p>	<p>Sing simple songs and chants (with actions) building rhythmic and melodic memory.</p> <p>Use voice to create sounds - humming, whispers, clicks and whistles.</p> <p>Start and stop together on direction.</p> <p>Begin to use correct technique when playing a range of percussion instruments.</p> <p>Keep a steady beat and copy simple rhythm patterns.</p>	<p>Sing simple songs and chants (with actions) building rhythmic and melodic memory.</p> <p>Use voice to create sounds - humming, whispers, clicks and whistles.</p> <p>Start and stop together on direction.</p> <p>Begin to use correct technique when playing a range of percussion instruments.</p> <p>Keep a steady beat and copy simple rhythm patterns.</p>	<p>Sing rounds (canons) and partner songs, maintaining own part with some support.</p> <p>Sing songs with a simple ostinato part.</p> <p>Sing with a developing understanding of expression and dynamics.</p> <p>Perform simple rhythmic and melodic patterns on variety of percussion instruments.</p> <p>Read and play 3 notes on an instrument (e.g. recorders) with care and a degree of accuracy.</p>	<p>Sing rounds (canons) and partner songs, maintaining own part with some support.</p> <p>Sing songs with a simple ostinato part.</p> <p>Sing with a developing understanding of expression and dynamics.</p> <p>Perform simple rhythmic and melodic patterns on variety of percussion instruments.</p> <p>Read and play 3 notes on an instrument (e.g. recorders) with care and a degree of accuracy.</p>	<p>Confidently sing part songs and canons with control, expression, phrasing and dynamics.</p> <p>Play percussion instruments with an understanding of pitch, 2, 3 and 4 metre and syncopated rhythms.</p> <p>Accurately maintain an independent part within a group in both instrumental and vocal performance.</p> <p>Read and play at least 5 notes on an instrument (e.g. recorders) with greater accuracy and independence.</p> <p>Perform with control, dynamics and awareness of others.</p>	<p>Confidently sing part songs and canons with control, expression, phrasing and dynamics.</p> <p>Play percussion instruments with an understanding of pitch, 2, 3 and 4 metre and syncopated rhythms.</p> <p>Accurately maintain an independent part within a group in both instrumental and vocal performance.</p> <p>Read and play at least 5 notes on an instrument (e.g. recorders) with greater accuracy and independence.</p> <p>Perform with control, dynamics and awareness of others.</p>
<p>Vocabulary: beat, voice, hum, voice</p>	<p>Vocabulary: beat, chant, melody, rhythm, voice, hum, whisper, whistle, clicking, steady, percussion, instruments, patterns</p>	<p>Vocabulary: beat, chant, melody, rhythm, voice, hum, whisper, whistle, clicking, steady, percussion, instruments, patterns</p>	<p>Vocabulary: beat, chant, melody, rhythm, voice, hum, whisper, whistle, clicking, steady, percussion, instruments, patterns, expression, dynamics, canons, ostinato, pitch, volume, loud, soft</p>	<p>Vocabulary: beat, chant, melody, rhythm, voice, hum, whisper, whistle, clicking, steady, percussion, instruments, patterns, expression, dynamics, canons, ostinato, pitch, volume, loud, soft, crescendo, diminuendo, descant</p>	<p>Vocabulary: beat, chant, melody, rhythm, voice, hum, whisper, whistle, clicking, steady, percussion, instruments, patterns, expression, dynamics, canons, ostinato, pitch, volume, loud, soft, crescendo, diminuendo, descant, metre (beats in a bar), phrases</p>	<p>Vocabulary: beat, chant, melody, rhythm, voice, hum, whisper, whistle, clicking, steady, percussion, instruments, patterns, expression, dynamics, canons, ostinato, pitch, volume, loud, soft, crescendo, diminuendo, descant, metre (beats in a bar), phrases</p>



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Creating and Developing Musical Ideas (Create and Compose)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Clap short, rhythmic patterns.</p> <p>Make different sounds (high and low – pitch; loud and quiet – dynamics; fast and slow – tempo; quality of the sound – smooth, crisp, scratchy, rattling, tinkling etc.)</p>	<p>Create and clap own rhythms.</p> <p>Create patterns of sound – long/short, high/low, loud/soft (quiet).</p> <p>Use instruments to reflect a topic or add sound effects to a story.</p> <p>Invent symbols to represent sound and create a simple graphic score for pitch or duration that others can follow.</p>	<p>Create and clap own rhythms.</p> <p>Create patterns of sound – long/short, high/low, loud/soft (quiet).</p> <p>Use instruments to reflect a topic or add sound effects to a story.</p> <p>Invent symbols to represent sound and create a simple graphic score for pitch or duration that others can follow.</p>	<p>Represent sounds on a graphic score with symbols for a group performance.</p> <p>Create a soundscape using tuned and un-tuned percussion.</p> <p>Compose four bars of music using 3 notes with an understanding of note value and time signature.</p> <p>Staff notation: recognise notes on the stave and note values of quaver, crotchet and minim.</p> <p>Understand and use Italian musical terminology within vocal and instrumental composition.</p> <p>Begin to take part in improvisation sessions with confidence.</p>	<p>Represent sounds on a graphic score with symbols for a group performance.</p> <p>Create a soundscape using tuned and un-tuned percussion.</p> <p>Compose four bars of music using 3 notes with an understanding of note value and time signature.</p> <p>Staff notation: recognise notes on the stave and note values of quaver, crotchet and minim.</p> <p>Understand and use Italian musical terminology within vocal and instrumental composition.</p> <p>Begin to take part in improvisation sessions with confidence.</p>	<p>Represent sounds on a graphic score with symbols for group performance with an awareness of balance, tempo and dynamics.</p> <p>Improvise with confidence and an awareness of rhythm, context and purpose.</p> <p>Group soundscape composition with instruments and vocals and a conductor.</p> <p>Compose four bars of music using up to 5 notes with an understanding of note value and time signature and melody.</p> <p>Staff notation: recognise notes on the stave and note values of semiquaver, quaver, crotchet, minim and semibreve.</p>	<p>Represent sounds on a graphic score with symbols for group performance with an awareness of balance, tempo and dynamics.</p> <p>Improvise with confidence and an awareness of rhythm, context and purpose.</p> <p>Group soundscape composition with instruments and vocals and a conductor.</p> <p>Compose four bars of music using up to 5 notes with an understanding of note value and time signature and melody.</p> <p>Staff notation: recognise notes on the stave and note values of semiquaver, quaver, crotchet, minim and semibreve.</p>
<p>Vocabulary: clap, pattern, rhythm,</p>	<p>Vocabulary: clap, pattern, rhythm, long/short, high/low, loud/soft (quiet), sound effects, symbols, score, graphic, pitch, duration</p>	<p>Vocabulary: clap, pattern, rhythm, long/short, high/low, loud/soft (quiet), sound effects, symbols, score, graphic, pitch, duration, percussion</p>	<p>Vocabulary: clap, pattern, rhythm, long/short, high/low, loud/soft (quiet), sound effects, symbols, score, graphic, pitch, duration, tuned, un-tuned, percussion, treble clef, bass clef, time signature (beats in a bar), quaver, crotchet and minim. (See glossary for Italian vocabulary)</p>	<p>Vocabulary: clap, pattern, rhythm, long/short, high/low, loud/soft (quiet), sound effects, symbols, score, graphic, pitch, duration, tuned, un-tuned, percussion, treble clef, bass clef, time signature (beats in a bar), quaver, crotchet and minim. (See glossary for Italian vocabulary)</p>	<p>Vocabulary: clap, pattern, rhythm, long/short, high/low, loud/soft (quiet), sound effects, symbols, score, graphic, pitch, duration, tuned, un-tuned, percussion, treble clef, bass clef, time signature (beats in a bar), quaver, crotchet and minim. (See glossary for Italian vocabulary), tempo, dynamics, stave, semiquaver, quaver, crotchet, minim and semibreve.</p>	<p>Vocabulary: clap, pattern, rhythm, long/short, high/low, loud/soft (quiet), sound effects, symbols, score, graphic, pitch, duration, tuned, un-tuned, percussion, treble clef, bass clef, time signature (beats in a bar), quaver, crotchet and minim. (See glossary for Italian vocabulary), tempo, dynamics, stave, semiquaver, quaver, crotchet, minim and semibreve.</p>



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Responding and Reviewing (Listen and Appraise)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Take note of others when performing.	Talk about music heard with appropriate vocabulary. Begin to explore how music can affect emotions. Recognise how music enriches our lives. Compare 2 contrasting pieces of music for dimensions such as pitch or tempo. Think of ways to improve their compositions.	Talk about music heard with appropriate vocabulary. Begin to explore how music can affect emotions. Recognise how music enriches our lives. Compare 2 contrasting pieces of music for dimensions such as pitch or tempo. Think of ways to improve their compositions.	Recognise the family groups within the orchestra and the importance of the conductor. Describe and give opinions of the music heard with some use of musical vocabulary. Discuss the emotional impact of a piece. Identify some of the structural and expressive aspects of the music heard (starts slowly and gets faster) Share ways to improve the composition of others.	Recognise the family groups within the orchestra and the importance of the conductor. Describe and give opinions of the music heard with some use of musical vocabulary. Discuss the emotional impact of a piece. Identify some of the structural and expressive aspects of the music heard (starts slowly and gets faster) Share ways to improve the composition of others.	Identify different ensemble combinations and instruments heard and their role within the ensemble (e.g. ostinato; melody). Describe and give opinions of the music heard with confident use of an extended range of musical terminology. Listen to music of differing genres (e.g. jazz, classical, blues) and compare and contrast the different styles. Discuss ways to improve the composition of others using musical dimensions as a guide.	Identify different ensemble combinations and instruments heard and their role within the ensemble (eg ostinato; melody). Describe and give opinions of the music heard with confident use of an extended range of musical terminology. Listen to music of differing genres (eg jazz, classical, blues) and compare and contrast the different styles. Discuss ways to improve the composition of others using musical dimensions as a guide.
Vocabulary: sad, happy, cross	Vocabulary: sad, happy, cross, composers, pitch, tempo, similarities, differences	Vocabulary: sad, happy, cross, composers, pitch, tempo, similarities, differences	Vocabulary: sad, happy, cross, composers, pitch, tempo, similarities, differences, orchestra, brass, percussion, woodwind, strings, conductor	Vocabulary: sad, happy, cross, composers, pitch, tempo, similarities, differences, orchestra, brass, percussion, woodwind, strings, conductor, impact, emotions, structure, expressive	Vocabulary: sad, happy, cross, composers, pitch, tempo, similarities, differences, orchestra, brass, percussion, woodwind, strings, conductor, impact, emotions, structure, expressive, ensemble, combinations, ostinato	Vocabulary: sad, happy, cross, composers, pitch, tempo, similarities, differences, orchestra, brass, percussion, woodwind, strings, conductor, impact, emotions, structure, expressive, ensemble, combinations, ostinato