

MUSIC PROGRESSION OF SKILLS

The progression of skills in music at St. John's is not linear; the strands of musical learning are part of a learning spiral. As pupils progress throughout our curriculum, they re-visit established musical skills and concepts and whilst developing new ones. This enables them to develop a deeper understanding and mastery of music.

EYFS bring together all the possible musical learning and development outcomes from the EYFS Statutory Framework: Expressive Arts and Design in order to ensure a progression of music skills through Early Learning Goals and provide an excellent foundation for Key Stages 1 and 2.

At Key Stages 1 and 2, the skills we develop at St. John's have been categorised into the following areas to meet with the National Curriculum Aims for Music.

- Listening and Appraising
- Creating, Composing and Performing
- Understanding and Exploring

National Curriculum Expectations at KS1	National Curriculum Expectations at KS2
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the interrelated dimensions of music 	<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <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 • improvise and compose music for a range of purposes using the interrelated dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

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		<ul style="list-style-type: none"> develop an understanding of the history of music 				
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Listening and Appraising</p>	<p>Listen to contrasting songs (such as lullabies and dance/up-tempo) with concentration, remembering specific instrumental names and sounds.</p> <p>Begin to explore the sounds of their voices and various musical instruments, recognising the differences between singing and speaking and wood, metal, skin (<i>drum</i>) and 'shaker' sounds.</p> <p>Begin to explore their feelings about music using movement, dance and expressive language.</p>	<p>Listen with concentration to music of a longer duration and recognise simple structures (for example, a beginning, middle and end).</p> <p>Begin to improve their own and others' work.</p> <p>Recognise and match sounds with pictures of different instruments.</p>	<p>Listen with extended concentration and begin to express their opinion on a range of live and recorded music.</p> <p>Explain their ideas and feelings about music using movement, dance and expressive language.</p> <p>Determine upwards and downwards direction in pitch when listening and reviewing music.</p> <p>Explore and compare sounds of groups of musical instruments, identifying the differences between them, e.g. strings, woodwind, orchestra, rock band etc.</p>	<p>Identify contrasting sections of a song, such as the verse and refrain (chorus).</p> <p>Review their own ideas and feelings about music using art, movement, dance, expressive language and musical vocabulary.</p> <p>Listen to and review music from a culture different to their own.</p> <p>Hear in a piece of music, refer to and compare the different sounds instruments make as their tone colour such as brassy, wooden and metallic.</p> <p>Explore and compare sounds from the different instrumental families (percussion, woodwind, brass, string), name a variety of instruments.</p>	<p>Can identify a silence in a rhythmic pattern with a gesture such as raised hand.</p> <p>Begin to explore and compare a variety of contrasting sounds, recognising where the texture (thick (<i>many sounds</i>) and thin (<i>few</i>) layers of sound) varies in a song or piece of music.</p>	<p>Explore and compare a variety of sounds in a piece of music, identifying the prominent melodies.</p> <p>Know that time and place can influence the way music is created, performed and heard. Can make informed suggestions of suitable pieces of music for various occasions.</p>
<p>Creating, Composing and Performing</p>	<p>Rehearse and perform with others, using untuned instruments and voices to sing songs, speak chants and rhymes.</p> <p>Perform with confidence cumulative songs (<i>songs with a simple melody that changes each verse</i>).</p>	<p>Play tuned and untuned instruments.</p> <p>Use their voices expressively to rehearse and perform with others, recognising a song with an accompaniment (<i>instrumental backing</i>) and one without.</p>	<p>Sing songs (also imitating melody patterns as an echo), speak chants and rhymes in unison, with clear diction, control of pitch and musical expression presenting performances with an awareness of the audience.</p>	<p>Sing solo songs demonstrating call and response form, speak chants and rhymes in unison with clear diction, control of pitch, a sense of phrase and musical expression.</p> <p>Improvise and develop rhythmic and melodic</p>	<p>Improvise and develop a wider range of rhythmic and melodic material when composing.</p> <p>Choose, combine and organise a variety of the inter-related dimension of musical elements when composing with staff and other musical notations,</p>	<p>Independently sing songs, speak chants and rhymes in unison and two parts, with confident clear diction, control of pitch, a sense of phrase and musical expression.</p> <p>Practise, rehearse and present a variety of solo and ensemble</p>

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	<p>Experiment with creating and copying musical patterns.</p>	<p>Can start and finish together and can keep to a steady pulse.</p> <p>Experiment with creating their own musical patterns and begin to identify one strand (<i>section</i>) of music or more.</p> <p>Explore a variety of vocal qualities through singing and speaking.</p>	<p>Play tuned and untuned instruments with increasing control and rhythmic accuracy, responding through gestures or movement to changes in the speed of the beat.</p> <p>Begin to improvise and develop rhythmic and melodic material when composing, improving their own and others' work in relation to its intended effect.</p> <p>Experience how music can be produced in different ways, including through ICT, and described through relevant established and invented notations.</p>	<p>material when composing.</p> <p>Combine a variety of musical elements when composing using staff and other musical notations.</p> <p>Keep a steady beat and maintain rhythmic accuracy holding their own beat against another contrasting part.</p>	<p>such as graphic scores and/or using ICT.</p> <p>Independently sing songs, speak chants and rhymes in unison and two parts, with increasing clear diction, control of pitch, a sense of phrase and musical expression.</p> <p>Perform a variety of repeated rhythmic patterns (<i>ostinato</i>) on percussion instruments.</p>	<p>performances with confidence and awareness of the audience.</p> <p>Improvise with their voice or on a musical instrument both solo and ensemble to develop a wide range of rhythmic and melodic material when composing.</p> <p>Can compose for different moods and use dynamic levels such as accents (<i>sudden loud or sudden quiet notes</i>).</p>
<p>Understanding and Exploring</p>	<p>Develop an understanding that music has been composed throughout history.</p> <p>Identify high and low pitches, sounds of long and short duration and recognise the difference between long and short sounds.</p> <p>Identify silence and sounds that are loud and quiet and the differences between fast and slow speeds.</p> <p>Understand how sounds can be made in different ways and described using</p>	<p>Understand that tempo means speed, and identify the tempo of music as fast, moderate, slow, getting faster or getting slower.</p> <p>Begin to use onomatopoeia sound words to describe selected sounds and the ways in which they are produced.</p> <p>Recognise the difference between a steady beat and no beat and identify sections within a piece of music which sound the same or different.</p> <p>Understand that music can</p>	<p>Understand that dynamics means volume and can recognise various different levels.</p> <p>Understand that texture refers to the difference between thick (<i>many sounds</i>) and thin (<i>few</i>) layers of sounds.</p> <p>Begin to understand how music can be organised to communicate different moods and effects (e.g. listening to loud and fast music will create a different feeling to slow and quiet).</p>	<p>Recognise pitch movement by step, leaps or as repeats.</p> <p>Sequence various famous composers on a timeline.</p> <p>Identify through gestures such as clapping or using percussion, the strong/first beat whilst singing.</p> <p>Understand that time and place can influence how and why music is created, performed and heard.</p> <p>Experiment with gestures to show the overall contour of the pitch of a melody as it moves</p>	<p>Begin to use various Italian musical terms such as <i>crescendo</i>, <i>diminuendo</i>, <i>forte</i> and <i>piano</i>.</p> <p>Demonstrate a better understanding of the history of music. Begin to make appropriate suggestions of suitable pieces for music for various occasions.</p> <p>Recognise a musical phrase is like a musical sentence and can identify its duration as short or long.</p> <p>Begin to make suggestions of how the inter-related dimensions can be</p>	<p>Recognise a metre (the way in which beats are grouped) of three (such as in a Waltz) or four (most pop songs) and begin to recognise a change of metre within a piece.</p> <p>Use Italian musical terms for gradually getting louder <i>crescendo</i> and gradually getting quieter <i>diminuendo</i>.</p> <p>Develop a better understanding of the history of music. Begin to investigate the different eras of music.</p>

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	<p>given and invented signs and symbols.</p>	<p>be used for particular purposes and occasions.</p>	<p>Begin to explore the history of music, understanding that time and place can influence how and why music is created, performed and heard.</p> <p>Explore music from a culture different to their own.</p>	<p>upwards, downwards or stays the same.</p>	<p>enhanced within musical structures to communicate different moods and effects (<i>e.g. how can the tempo be changed to create excitement?</i>)</p>	
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