Breadsall CE Primary School Curriculum

Progression of skills for:



Music

Music: Key Stage 1

	Singing	Using instruments	Listening to music	Musicality
coverage	*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*
Key Skills and Knowledge	Explore the use of the voice in different ways such as speaking, singing and chanting. Discover how the voice can produce rhythm and pulse, high and low (pitch) to create different effects. Find out how to sing with expression, confidence and creativity to an audience. Sing with a sense of the shape of a melody. Represent sounds with symbols. Improvise in making sounds with the voice. Perform songs using creativity and expression and create dramatic effect	Play instruments showing an awareness of others. Repeat and investigate simple beats and rhythms. Learn to play sounds linking with symbols. Understand how to play an instrument with care and attention. Perform simple patterns and accompaniments keeping to a steady pulse. Recognise and explore how sounds can be organised. Respond to starting points that have been given Understand how to control playing a musical instrument so that they sound, as they should.	Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.). Reflect on music and say how it makes people feel, act and move. Respond to different composers and discuss different genres of music. Notice how music can be used to create different moods and effects and to communicate ideas. Listen and understand how to improve own composition. Sort composers into different genres and instruments into different types.	Create a sequence of long and short sounds with help, including clapping longer rhythms. Investigate making sounds that are very different (loud and quiet, high and low etc.). Explore own ideas and change as desired. Choose carefully and order sounds in a beginning, middle and end. Use sounds to achieve an effect. (including use of ICT) Create short musical patterns. Investigate long and short sounds Explore changes in pitch to communicate an idea.

Music: Lower Key Stage 2

	Performance	Composition	Listen	Notation	Appreciation	History of music
Coverage	*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*	*develop an understanding of the history of music.*
Key Skills and Knowledge	Sing in tune with awareness of others Perform simple melodic and rhythmic parts. Improvise repeated patterns. Sing songs from memory with accurate pitch. Maintain a simple part within a group. Understand the importance of pronouncing the words in a song well. Show control in voice. Perform with confidence and awareness of others Play notes on instruments with care so they sound clear.	Compose music that combines musical elements. Carefully choose sounds to achieve an effect. Have an awareness of the effect of several layers of sound. Compose and perform melodies and songs. (Including using ICT). Use sound to create abstract effects. Recognise and create repeated patterns with a range of instruments. Create accompaniments for tunes. Carefully choose order, combine and control sounds with awareness of their combined effect	Notice, analyse and explore the way sounds can be combined and used expressively. Listen to different types of composers and musicians. Comment on musicians use of technique to create effect.	Learn to read music during instrument lessons. Use staff and musical notation when composing work. Know how many beats in a minim, crotchet and semibreve and recognise their symbols. Know the symbol for a rest in music, and use silence for effect in music	Begin to recognise and identify instruments being played. Comment on likes and dislikes in music. Compare music and express growing tastes in music Explain how musical elements can be used together to compose music.	Describe the different purposes of music throughout history and in other cultures. Understand that the sense of occasion affects the performance.

Music: Upper Key Stage 2

	Performance	Composition	Listen	Notation	Appreciation	History of music
Coverage	*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*	*develop an understanding of the history of music.*
Key Skills and Knowledge	Sing or play from memory with confidence, expressively and in tune. Perform alone and in a group, displaying a variety of techniques. Perform songs in a way that reflects their meaning and the occasion. Hold a part in a round. Sing a harmony part confidently and accurately**.** Play an accompaniment on an instrument (e.g. glockenspiel, bass drum or cymbal). Take turns to lead a group.	Use the venue and sense of occasion to create performances that are well appreciated by the audience. Show thoughtfulness in selecting sounds and structures to convey an idea. Compose by developing ideas within musical structures. Improvise melodic and rhythmic phases as part of a group performance. Use a variety of different musical devices including melody, rhythms, and chords. Improvise within a group.	Notice, comment on and compare the use of musical devices. Notice, comment on and compare the relationship between sounds. Notice, comment on, compare and explore how music reflects different intentions.	Know and use standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. Read the musical stave and work out the notes, EGBDF and FACE. Draw a treble clef at the correct position on the stave. Use a range of words to help describe music. (e.g. pitch, duration, dynamics, tempo, timbre, texture, and silence. Describe music using musical words and use this to identify strengths and weaknesses in music.	Listen to a variety of music and music styles Analyse and compare musical features choosing appropriate musical vocabulary. Explain and evaluate how musical elements, features and styles can be used together to compose music.	Understand the different cultural meanings and purposes of music, including contemporary culture. Notice and explore how music reflects time, place and culture. Use different venues and occasions to perform and listen to music