|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Federation of St Nicholas and Kirkby Malzeard Primary Schools: Disciplinary Knowledge Progression – MUSIC - EYFS, Key Stage 1 and Key Stage 2 | | | | | | |
| EYFS  (Nursery in red, consolidated in Reception) | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **Singing** | | | | | | |
| Create their own songs or improvise a song around one they know.  Find their singing voice and begin to develop a sense of pitch over a small range of notes, singing the melodic shape of familiar songs.  Speak and chant short phrases together.  Sing in a group and on their own, increasingly matching the pitch and following the melody. | Use voices to create descriptive sound.  Sing songs with contrasting high and low melodies.  Sing songs in different styles conveying different moods.  Perform an action or sound on the steady beat whilst singing.  Sing with more accuracy of pitch.  Echo short sung melodic phrases.  Sing with a sense of control of dynamics and tempo. | | Sing a variety of styles with confidence.  Use beatbox techniques and voices as sound effect.  Show increasing awareness of pitch and awareness of the shape of a melody.  Chant or sing a round in two or three parts.  Copy short phrases and be able to sing up and down in step independently.  Perform with increasing confidence, being aware of posture, breathing and good diction.  Sing songs with a recognised structure (call and response, verse and chorus). | | Sing songs in a wide variety of styles, showing accuracy and expression.  Recognise and talk about specific styles/ traditions with growing awareness of musical similarities/ differences.  Communicate the mood/ meaning of a song.  Demonstrate understanding of pitch through singing from simple staff notation.  Sing three-part rounds, singing the second part with increasing confidence.  Sing independently with increasing confidence and accuracy.  Perform songs with attention to phrasing, dynamics and accuracy of pitch. | |
| **Playing instruments** | | | | | | |
| Play instruments with increasing control to express their feelings and ideas.  Explore different sounds on percussion, alone and with others.  Move in time with music. | Knowledge of pulse, rhythm and pitch when playing tuned and untuned instruments.  Identify and keep a steady beat using instruments.  Use instruments expressively in response to visual stimuli.  Listen to and repeat rhythmic patterns on body percussion and instruments.  Accompany a song using percussion. | | Knowledge of dynamics, timbre, structure, pulse, rhythm and pitch when playing musical instruments with increasing accuracy, fluency, control and expression.  Maintain beat in 2, 3, 4 metre.  Play rhythmic and melodic ostinato, accompanying a song.  Create and perform from symbols and from simple rhythm notation.  Use simple pitch notation. | | Knowledge of Texture, dynamics, timbre, structure, pulse, rhythm and pitch when playing musical instruments with increasing accuracy, fluency, control and expression.  Play instruments in simple parts.  Read melodies in staff notation.  Interpret graphic notation on various soundmakers with an understanding of their qualities and capabilities.  Develop ensemble playing, focusing on steady beat and placing notes accurately together. | |
| **Improvising/ exploring** | | | | | | |
| Create their own songs or improvise a song around one they know.  Explore a variety of sounds with their body and found materials.  Explore and engage in music making and dance, performing solo and in groups. | Improvise descriptive music, exploring timbre and texture.  Respond to music through movement.  Create soundscapes and musical effects in response to stimuli.  Explore different sound sources and materials.  Explore voices to create descriptive musical effects.  Explore different ways to organise music.  Explore sounds on instruments and find different ways to vary their sound. | | Explore simple accompaniments using beat and rhythm patterns.  Improvise in response to visual stimuli, with a focus on timbre.  Explore everyday objects as instruments and match rhythms with appropriate soundmakers. | | Create musical effects using contrasting pitch.  Interpret graphic notation on various soundmakers with an understanding of their qualities and capabilities.  Understand syncopation and clap improvised off-beat rhythms. | |
| **Composing** | | | | | | |
| Create their own songs.  Play instruments to express their feelings and ideas. | Create, select and combine sounds to create a sound picture.  Use sound effects to illustrate a story.  Invent and perform new rhythms to a steady beat.  Create, play and combine simple word rhythms.  Use graphics/ symbols to portray the sounds they have made.  Sequence their ideas into a structure.  Use technology to manipulate and structure sound. | | Create words and actions to go with songs.  Compose a simple rhythmic accompaniment to a song using ostinato patterns and drones.  Compose a simple melody from a selected groups of notes e.g. pentatonic.  Compose music that has a recognisable structure.  Compose music that tells a story, paints a picture or creates a mood/ atmosphere.  Use technology to manipulate and structure sound, for purpose e.g. to accompany a song or create a soundscape. | | Create simple songs reflecting the meaning of the words.  Use the musical dimensions – timbre, dynamics, tempo, structure, texture, pulse, rhythm and pitch - to create and perform music for given intentions.  Refine own compositions after discussion.  Use a range of symbols to record compositions.  Use technology to record, sample, sequence, loop and manipulate sound to create soundscapes/ compositions. | |
| **Listening** | | | | | | |
| Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings.  Listen attentively, move to and talk about music, expressing their feelings and responses. | Recognise and respond to changes in tempo, mood and character.  Identify changes in pitch and respond to them with movement.  Match descriptive sounds to instruments.  Listen to and repeat back rhythm patterns on instruments and body percussion. | | Learn how sounds are produced and how instruments are classified.  Listen to and learn about music from a variety of times and places.  Listen with attention to detail and recall sounds with increasing aural memory.  Listen and repeat back rhythms and short melodies. | | Listen with attention to detail and recall sounds with increasing aural memory.  Compare and contrast music they hear and perform, with awareness of context, purpose and intent. | |
| **Appraising** | | | | | | |
| Respond to what they have heard, expressing their thoughts and feelings.  Watch and talk about dance and performance art - different pieces or types of music- expressing their feelings and responses. | Identify a sequence of sounds in a piece of music.  Start to identify orchestral instruments.  Identify a repeated rhythm pattern.  Identify ways of producing sounds (e.g. strike, shake, pluck).  Identify rising and falling pitch.  Use simple musical vocabulary to describe music. | | Identify different instruments groups.  Develop listening skills by analysing and comparing music from different traditions.  Identify metre in music they hear.  Recognise rhythm patterns in staff notation. Recognise pitch shapes.  Listen, describe and respond to a range of music using appropriate musical vocabulary. | | Identify families of instruments and ensemble combinations.  Identify range of different scale patterns.  Further extend appropriate musical vocabulary.  Evaluate and refine compositions with reference to the inter-related dimensions of music. | |