



Music Knowledge & Skills Progression KS1 & KS2

| NATIONAL CURRICULUM | | | | | | |
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| Aims | KS1 Pupils should be taught to: <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 inter-related dimensions of music. | | | KS2 Pupils should be taught to: <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 inter-related 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. • | | |
| | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
| Singing songs with control and using the voice | <ul style="list-style-type: none"> • To begin to find their singing voice | <ul style="list-style-type: none"> • To find their singing voice and use their voices confidently. • Sing songs expressively with control of pitch. • Follow pitch movements with hands • Pitching accurately – a small pitch range (playground songs e.g. 'cuckoo' song) • 5 note pitch range with increasing vocal control | <ul style="list-style-type: none"> • Begin to sing with confidence using a wider vocal range. • Begin to sing expressively with awareness and control at the expressive elements. E.g. tempo, dynamics. | <ul style="list-style-type: none"> • Sing with confidence using a wider vocal range. • Sing expressively and in tune with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics. | <ul style="list-style-type: none"> • Begin to sing songs with increasing control of breathing, posture and sound projection. • Begin to sing songs in two parts and identify the melodic phrases. | <ul style="list-style-type: none"> • Sing songs with increasing control of breathing, posture and sound projection. • Sing songs in two parts and identify the melodic phrases and how they fit together. |

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| Listening | <ul style="list-style-type: none"> Recall and remember short songs | <ul style="list-style-type: none"> Recall and remember short songs and sequences and patterns of sounds. | <ul style="list-style-type: none"> Listen with more attention and be able to identify some of the instruments in a piece of recorded music | <ul style="list-style-type: none"> Identify melodic phrases | <ul style="list-style-type: none"> Begin to listen to longer pieces of music and identify dynamics and pitch | <ul style="list-style-type: none"> Listen to longer pieces of music and identify dynamics, pitch, tempo, instruments etc. |
| Controlling pulse and rhythm | <ul style="list-style-type: none"> Identify the pulse in different pieces of music Identify the pulse and join in getting faster and slower together | <ul style="list-style-type: none"> Identify long and short sounds in music Perform a rhythm to a given pulse | <ul style="list-style-type: none"> Recognise rhythmic patterns. Perform a repeated pattern to a steady pulse. | <ul style="list-style-type: none"> Identify and recall rhythmic and melodic patterns. Identify and recall rhythmic and melodic patterns. | <ul style="list-style-type: none"> Identify different speeds of pulse (tempo) by clapping and moving. Improvise rhythm patterns. | <ul style="list-style-type: none"> Identify the metre of different songs through recognising the pattern of strong and weak beats. Subdivide the pulse while keeping to a steady beat. |
| Exploring sounds, melody and accompaniment | <ul style="list-style-type: none"> To explore different sound sources. Make sounds and recognise how they can give a message. Name instruments | <ul style="list-style-type: none"> Identify and name classroom instruments. Create and chose and change sounds in response to a given stimulus. | <ul style="list-style-type: none"> Identify ways sounds are used to accompany a song. Begin to explore and perform different types of accompaniment. | <ul style="list-style-type: none"> Analyse and comment on how sounds are used to create different moods. Explore and perform different types of accompaniment. | <ul style="list-style-type: none"> Begin to explore and select different melodic patterns. Begin to recognise and explore different combinations of pitch. | <ul style="list-style-type: none"> Explore and select different melodic patterns. Recognise and explore different combinations of pitch sounds. |
| Control of instruments | <ul style="list-style-type: none"> Play instruments in different ways and create sound effects. Handle and play instruments begin to identify different groups of instruments, eg percussion, string. | <ul style="list-style-type: none"> Play instruments in different ways and create sound effects linked to pieces of music. Handle and play instruments with control. Identify different groups of instruments. | <ul style="list-style-type: none"> Begin to select instruments to describe visual images. Begin to choose instruments on the basis of sounds. | <ul style="list-style-type: none"> Select instruments to describe visual images. Choose instruments on the basis of sounds. | <ul style="list-style-type: none"> Identify different ways percussion instruments make sounds. Begin to play accompaniments with control and accuracy. Use combinations of pitch sounds and know ICT can manipulate sounds | <ul style="list-style-type: none"> Identify and control different ways percussion instruments make sounds. Play accompaniments with control and accuracy. Create effects and use ICT to manipulate sounds |
| Composition | <ul style="list-style-type: none"> Be supported to contribute to the creation of a class | <ul style="list-style-type: none"> Independently contribute to the creation of a class | <ul style="list-style-type: none"> Create textures by combining sounds in different ways. | <ul style="list-style-type: none"> Create music that describes contrasting | <ul style="list-style-type: none"> Be supported to contribute to the creation of a class | <ul style="list-style-type: none"> Independently contribute to the creation of a class |

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| | composition. | composition. | Compose music in pairs and make improvements | moods/emotions. | composition. | composition. |
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