



FARNSFIELD ST MICHAEL'S C OF E PRIMARY SCHOOL

Music Knowledge and Skills Progression Document

Highlighted statements are key learning that is assessed in each phase

Key Areas	EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
Listening & Appraising	<p>Know how to listen with increased attention to sounds.</p> <p>Know how to respond to what they have heard, expressing their thoughts and feelings.</p> <p>Know how to watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Know how to listen attentively, move to and talk about music, expressing</p>	<p>Know 5 songs off by heart and know what they are about.</p> <p>Know and recognise the sound and names of some of the instruments they use.</p> <p>Know that some songs have a chorus or a response/answer part.</p> <p>Know how to describe how a range of music makes them feel.</p> <p>Know how to describe the pitch, tempo and dynamics in live and recorded music.</p> <p>Know how to evaluate and comment on own work. "It would be even better if..."</p> <p>Know repeating elements of known songs.</p>	<p>Know the basic elements of music, in addition to pitch, dynamics and tempo.</p> <p>Know the structure of a piece of music (e.g. verse, chorus, verse, chorus).</p> <p>Know the similarities and differences in live and recorded pieces of music (including the BBC ten pieces).</p> <p>Know five songs from memory and who sang them or wrote them.</p> <p>Know that a riff is a repeated phrase/chorus.</p>	<p>Know different genres of music.</p> <p>Know how to describe and evaluate different genres of music using good musical vocabulary.</p> <p>Know a range of composers, linking some to the correct musical era.</p> <p>Know and describe different genres of music through history.</p> <p>Know five songs from memory, who sang or wrote them, when they were written and, if possible, why?</p> <p>Know the style of the five songs and to name other songs from the units in those styles.</p> <p>Know how to describe the historical context of songs and describe how</p>

	<p>their feelings and responses.</p>			<p>music has evolved over time.</p> <p>Know and talk about the fact that we each have a musical identity.</p>
<p>Composition</p>	<p>Know how to create collaboratively sharing ideas, resources and skills.</p> <p>Know, return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>Know how to create own rhythmic patterns.</p> <p>Know how to create short, memorable melodies using symbols (up to 3 notes).</p> <p>Know how to create and repeat a simple melody on a tuned and untuned instrument.</p> <p>Know that everyone can compose.</p> <p>Know how to use C,D,E,F,G in their compositions.</p>	<p>Know how to compose a short piece of structured music (e.g. equal bar lengths) with up to 3 notes.</p> <p>Know how to use dynamics in their composition (loud and soft).</p> <p>Know that tuned and untuned instruments can be used for their compositions and that these will produce different effects.</p>	<p>Know how to compose more complex pieces (using a range of different rhythms) and exploring harmony with the pentatonic scale.</p> <p>Know how to apply an understanding of all musical elements (pulse, rhythm, pitch, tempo, dynamics, timbre, structure and texture).</p> <p>Know how to compose music with more than one part (e.g. base part and tune).</p> <p>Know that composition can take the form of one or more layers.</p> <p>Know that by using different layers this will produce a different sound.</p> <p>Know how to talk about their choice of layers.</p>
<p>Performance and singing</p>	<p>Know how to explore and engage in music making, singing and dance, performing solo or in groups.</p> <p>Know how to perform songs,</p>	<p>Know how to clap or play back simple rhythms (4 or 8 beats).</p> <p>Know how to perform to an audience with increasing levels of confidence.</p>	<p>Know how to sing to an audience with confidence, control and expression.</p> <p>Know how to play to an audience a tuned or untuned instrument with good fluency and control.</p>	<p>Know how to show a good awareness of the intended audience (e.g. knowing that a fanfare needs to draw the audience to attention; sound scape representing a countryside haven).</p> <p>Know how to conduct an ensemble performance directing changes in the tempo and the dynamics accordingly.</p>

	rhymes, poems and stories with others, and (when appropriate) try to move in time with music.	<p>Know how to sing with an increasing understanding of expression (loud, soft, high and low).</p> <p>Know how to sing in simple parts e.g. chants and rounds.</p>	<p>Know how to sing in tune throughout a song.</p> <p>Know how to sing in two parts (building on a round into a simple harmony).</p>	<p>Know how to sing in harmony and descant parts.</p> <p>Know how to sing with clear diction when performing songs.</p>
Notation	Know how to begin to record ideas in different ways.	Know how to use and recognise different informal symbols to show knowledge of pitch.	Know how to use, write and recognise up to 5 notes on the stave notation (the 'C' pentatonic scale).	Know how to record extended melody lines on stave notation, recognising up to 8 notes.