



FARNSFIELD ST MICHAEL'S C OF E PRIMARY SCHOOL

# Music Knowledge and Skills Progression Document

Key Areas	EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
<b>Listening &amp; Appraising</b>	<p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</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>Describe how a range of music makes them feel.</p> <p>Describe the pitch, tempo and dynamics in live and recorded music.</p> <p>Evaluate and comment on own work. "It would be even better if..."</p> <p>Identify repeating elements of known songs.</p>	<p>Recognise the basic elements of music, in addition to pitch, dynamics and tempo.</p> <p>Recognise the structure of a piece of music (e.g. verse, chorus, verse, chorus).</p> <p>Comment on 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>Recognise different genres of music.</p> <p>Describe and evaluate different genres of music using good musical vocabulary.</p> <p>Begin to recall a range of composers, linking some to the correct musical era.</p> <p>Identify 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>Describe the historical context of songs and describe how music has evolved</p>

				over time. Know and talk about the fact that we each have a musical identity.
<b>Composition</b>	<p>Create collaboratively sharing ideas, resources and skills.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>Create own rhythmic patterns.</p> <p>Create short, memorable melodies using symbols (up to 3 notes).</p> <p>Create and repeat a simple melody on a tuned and untuned instrument.</p> <p>Know that everyone can compose.</p> <p>Gradually build up to using C,D,E,F,G in their compositions.</p>	<p>Compose a short piece of structured music (e.g. equal bar lengths) with up to 3 notes.</p> <p>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>Compose more complex pieces (using a range of different rhythms) and exploring harmony with the pentatonic scale.</p> <p>Apply an understanding of all musical elements (pulse, rhythm, pitch, tempo, dynamics, timbre, structure and texture).</p> <p>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>Talk about their choice of layers.</p>
<b>Performance and singing</b>	<p>Explore and engage in music making, singing and dance, performing solo or in groups.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to</p>	<p>Clap or play back simple rhythms (4 or 8 beats).</p> <p>Perform to an audience with increasing levels of confidence.</p> <p>Sing with an increasing understanding of expression (loud, soft, high and low).</p> <p>Sing in simple parts e.g. chants and rounds.</p>	<p>Sing to an audience with confidence, control and expression.</p> <p>Play to an audience a tuned or untuned instrument with good fluency and control.</p> <p>Sing in tune throughout a song.</p> <p>Sing in two parts (building on a round</p>	<p>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>Begin to conduct an ensemble performance directing changes in the tempo and the dynamics accordingly.</p> <p>Sing in harmony and descant parts.</p>

	move in time with music.		into a simple harmony).	Sing with clear diction when performing songs.
<b>Notation</b>	Begin to record ideas in different ways.	Use and recognise different informal symbols to show knowledge of pitch.	Use, write and recognise up to 5 notes on the stave notation (the 'C' pentatonic scale).	Record extended melody lines on stave notation, recognising up to 8 notes.