

Music Knowledge and Skills Progression Grid

Progression and assessment criteria	EYFS	Year1/2	Year 3/4	Year 5/6
Listen and Appraise	<p>To learn that music can touch your feelings and share my feelings about a song I have heard.</p> <p>To enjoy moving to music by dancing, marching, being animals or Pop stars.</p> <p>I can copy-clap the rhythm of names.</p> <p>I can move in time to music.</p> <p>I know what the pulse of a song is and can clap along to it.</p> <p>I can explain the story of three different nursery rhymes.</p> <p>I know which parts of a song are high pitched and low pitched.</p> <p>I can invent my own way of finding the pulse of a song.</p>	<p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p> <p>I can find the pulse of a song and explain how it is different to the pulse in another song.</p> <p>To learn and listen to how simple songs can tell a story or describe an idea (Blues, Baroque, Latin, Bhangra, Folk, Funk).</p> <p>To listen to live orchestra performances and name at least two instruments I can hear and talk about the pitch (whether it is high or low).</p>	<p>To confidently identify and move to the pulse.</p> <p>I can identify the bridge in a song and explain that it often bridges the second and third chorus.</p> <p>To talk about the musical dimensions working together in songs (if the song gets louder in the chorus – dynamics).</p> <p>I can identify and explain the style indicators of Soul music.</p> <p>I can identify and explain the style indicators of Gospel music.</p> <p>I can identify the acoustic guitar, birdsong and percussion in a song.</p> <p>I can identify three new pieces of Classical music (title, composer and which period of Classical music they are part of) and talk about what they notice about the pitch, duration, dynamics and tempo.</p>	<p>I can talk about how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song.</p> <p>To identify and move to the pulse with ease.</p> <p>To think about the message of songs.</p> <p>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>Listen carefully and respectfully to other people’s thoughts about the music.</p> <p>Use musical words when talking about the songs.</p> <p>To talk about the musical dimensions working together in the Unit songs.</p> <p>Talk about the music and how it makes you feel, using musical language to describe the music.</p> <p>I can identify five new pieces of Classical music, naming the title, composer, which period of Classical music they are part of and be able to talk about what they notice about the pitch, duration, dynamics, tempo, timbre, texture and structure.</p>

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Singing</p>	<p>To sing along with a pre-recorded song and add actions.</p> <p>To sing along with the backing track.</p> <p>I can remember and sing an entire song.</p> <p>I can make a high sound and a low sound with my voice.</p> <p>I can match the pitch of a tone sung by another person.</p>	<p>Learn about voices singing notes of different pitches (high and low).</p> <p>Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).</p> <p>Learn to find a comfortable singing position. Learn to start and stop singing when following a leader.</p>	<p>To sing in unison and in simple two-parts.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To enjoy exploring singing solo.</p> <p>To sing with awareness of being 'in tune'.</p> <p>To rejoin the song if lost.</p> <p>To listen to the group when singing.</p>	<p>To sing in unison and to sing backing vocals.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To experience rapping and solo singing.</p> <p>To listen to each other and be aware of how you fit into the group.</p> <p>To sing with awareness of being 'in tune'.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Playing</p>	<p>Perform any nursery rhymes or songs adding a simple instrumental part.</p> <p>I can use an instrument to express a feeling or idea.</p> <p>I can keep the beat of a song with a pitched note.</p>	<p>Treat instruments carefully and with respect.</p> <p>Learn to play a tuned and untuned instrumental part that matches their musical challenge, using one of the differentiated parts.</p> <p>I know how to play the notes C and D in time to music.</p> <p>Play the part in time with the steady pulse.</p> <p>Listen to and follow musical instructions from a leader.</p>	<p>To treat instruments carefully and with respect.</p> <p>Play any one, differentiated part on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation, with limited accuracy and control.</p> <p>To rehearse and perform their part within the context of the Unit song.</p> <p>To listen to and follow musical instructions from a leader.</p> <p>To experience leading the playing by making sure everyone plays in the playing section of the song.</p>	<p>Play a musical instrument with the correct technique within the context of the Unit song.</p> <p>Select and learn all four differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation, with increased accuracy, fluency and control.</p> <p>To rehearse and perform their part within the context of the Unit song.</p> <p>To listen to and follow musical instructions from a leader.</p> <p>To lead a rehearsal session.</p>

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Improvisation</p>	<p>Adding a 2-note melody to the rhythm of the words. Playing with two pitched notes to invent musical patterns.</p>	<p>Listen and clap back, then listen and clap your own answer (rhythms of words).</p> <p>Listen and sing back, then listen and play your own answer using one or two notes.</p>	<p>Improvise using instruments in the context of the song they are learning to perform.</p> <p>Copy back using instruments with up to three notes.</p> <p>Using instruments, listen and play your own answer using up to three different notes.</p>	<p>Improvise using instruments in the context of a song to be performed, using increased expression.</p> <p>Copy back using instruments with up to three notes.</p> <p>Using instruments, listen and play your own answer using up to three different notes, always starting on a G.</p> <p>Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern).</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Composition</p>	<p>I can invent a pattern using one pitched note, keep the pulse throughout with a single note.</p> <p>I can make a two-note melody on an instrument.</p> <p>I can create my own song.</p>	<p>Help create three simple melodies by selecting and combining one, three or five different notes.</p> <p>Learn how the notes of the composition can be written down and changed if necessary.</p> <p>I can make up my own rhythm using words.</p> <p>I can use a rhythm grid on Charanga to create my own rhythm.</p>	<p>Help create at least one simple melody using one, three or all five different notes.</p> <p>Plan and create a section of music that can be performed within the context of the unit song.</p> <p>Talk about how it was created.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <p>Explain the purpose of my composition (performance).</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>	<p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</p> <p>Explain the keynote or home note and the structure of the melody.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p> <p>Create compositions for a range of purposes (adverts, Church performance, radio jingles).</p>



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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Performance</p>	<p>Perform any of the nursery rhymes by singing and adding actions or dance.</p> <p>I can perform a song with other children.</p> <p>Record the performance to talk about it.</p>	<p>Choose a song they have learnt from the Scheme and perform it.</p> <p>They can add their ideas to the performance.</p> <p>I can begin to perform expressively with other children to an audience.</p> <p>I can explain what a performance is and know what is meant by 'audience'.</p> <p>I know how to sing in unison when performing.</p> <p>Record the performance and reflect and articulate how I felt about it.</p>	<p>To choose what to perform as a solo vocal performance with limited vocal range, accuracy and fluency.</p> <p>Present a musical performance designed to capture the audience.</p> <p>I can perform a group vocal performance to an audience, with limited dynamics to convey expression.</p> <p>To communicate the meaning of the words and clearly articulate them.</p> <p>To talk about the best place to be when performing and how to stand or sit.</p> <p>To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p>	<p>To choose what to perform as a solo vocal performance with increasing vocal range, accuracy and fluency.</p> <p>To communicate the meaning of the words and clearly articulate them.</p> <p>I can perform a group vocal performance to an audience, with increasing dynamics, tempo and pitch.</p> <p>I can use increasing vocal pitch and control to perform more challenging songs.</p> <p>To talk about the venue in which I am performing and how to use it to best effect.</p> <p>To record the performance and compare it to a previous performance.</p> <p>To discuss and talk musically about it – "What went well?" and "It would have been even better if...?"</p>
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Genre, composers and historical context.	<p>Nursery Rhymes <i>Handel Fireworks Overture</i> <i>Traditional Carols</i> <i>The Planets – Holst</i> <i>Peter and the Wolf - Prokofiev</i></p> <p>World Music Funk Music</p>	<p>South African Music Rock Music Reggae Classical; <i>Peer Gynt Suite: Anitra's Dance by Edvard Grieg – Romantic</i> <i>Brandenburg Concerto No 1 by Johann Sebastian Bach – Baroque</i> <i>From the Diary Of A Fly by Béla Bartók - 20th Century</i> <i>Fantasia on Greensleeves by Vaughan Williams - 20th Century</i> <i>Dance Of The Sugar Plum Fairy by Tchaikovsky – Romantic</i> <i>The Robots (Die Roboter) by Kraftwerk.</i></p> <p>Rap/Hip-Hop Blues, Baroque, Latin, Bhangra, Folk and Funk Latin Songs from films Classical; <i>A Song Before Sunrise by Delius - 20th Century</i> <i>The Robots (Die Roboter) by Kraftwerk</i> <i>The Firebird by Stravinsky - 20th Century</i> <i>The Bird by Prokofiev - 20th Century</i> <i>Grand March from Aida by Verdi – Classical</i> <i>Boléro by Ravel - 20th Century</i> <i>The Lamb by John Tavener - Contemporary</i></p>	<p>R&B Reggae World Folk Melodies <i>Chinese Folk, Hindu music, traditional Turkish, Polynesian drum dance, Sudanese music</i></p> <p>Disco Classical; <i>L'Homme Armé by Robert Morton (Early Music)</i> <i>Les Tricoteuses (The Knitters) from the Baroque era</i> <i>The Clock: II Andante by Franz Joseph Haydn (from the Classical era)</i> <i>Piano Concerto: Allegro Maestoso (Tempo Guisto) by Franz Liszt (from the Romantic era)</i> <i>Prelude à L'Après-Midi D'Un Faune by Claude Debussy (20th Century)</i> <i>Music For Large And Small Ensembles (opening) by Kenny Wheeler (Contemporary Jazz)</i></p>	<p>Pop Jazz Soul, R'n'B Multicultural female musicians; Shiva Feshareki (Iranian) Eska Mtungwazi (British) Afrodeutsche (Ghanaian) Anna Meredith (Scottish) <i>L'Autrier Pastoure Seoit (The Other Day A Shepherdess Was Sitting) - Traditional - Early Music</i> <i>Armide Overture by Jean-Baptiste Lully – Baroque</i> <i>The Marriage Of Figaro: Overture by Mozart – Classical</i> <i>Erkönig (D 382 Opus 1 Wer Reitet So Spät) by Schubert – Romantic</i> <i>Sonata For Horn In F by Hindemith - 20th Century</i> <i>Homelands by Nitin Sawhney – Contemporary.</i></p> <p>Classic Rock Jazz Ballads Motown Classical; <i>Music For Compline (traditional) (Early Music)</i> <i>Dido And Aeneas by Purcell (Baroque)</i> <i>Symphony No 5 in C minor Opus 67 by Beethoven (Romantic)</i> <i>Minute Waltz by Chopin (Romantic)</i></p>
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