

Concept / Aspect	EYFS	KS1	LKS2	UKS2
Listening and Appraising	<p>Knowledge & Progression of skills</p> <p>Listen and be exposed to music.</p> <p>To know traditional songs and why they were sung e.g. nursery rhymes</p> <p>How music makes them feel.</p> <p>Children will be exposed to a range of simple genres (Pop, Rock and Classical)</p>	<p>Knowledge & Progression of skills</p> <p>Listen with direction to a range of high-quality music (both live and recorded)</p> <p>They will start to use correct musical language and describe how the music makes them feel through safe and respectful discussion</p> <p>To begin to recognise a basic musical structure, such as, ABA, ABC, Rondo, Verse/Chorus, etc.</p> <p>The children will begin to recognise very basic style indicators and start to recognise different instruments. Styles include: South African, Rock, Reggae, Early Classical, 20th Century Contemporary Classical.</p>	<p>Knowledge & Progression of skills</p> <p>Confidently recognise a wider range of musical instruments and the different sounds they make (e.g. violin, flute, saxophone, etc.)</p> <p>Continue to deepen their understanding of the dimensions of music and how they fit into music.</p> <p>The children will give specific reference to musical dimensions: pulse - a steady beat, simple rhythm patterns, pitch, texture, tempo, dynamics, timbre, structure</p> <p>They will deepen knowledge and understanding of specific musical styles through listening to more examples of the same styles and understanding its musical structure and style indicators. Styles include: ABBA, Grime, Beatles, Gospel, Classical Romantic, Tango, Hip Hop, Early Classical Music, 20th Century Contemporary Classical Music.</p>	<p>Knowledge & Progression of skills</p> <p>When listening to the music, find and internalise the pulse using movement confidently and independently.</p> <p>Appropriately and confidently discuss other dimensions of music and how they fit into the music you are listening to</p> <p>Develop a deep understanding of the history and context of music (romantic era, baroque, etc.)</p> <p>They will deepen knowledge and understanding of specific musical styles through listening to more examples of the same styles and understanding its musical structure and style indicators. Styles include: 21st Century Classical Music, Electronic Music, Turntables, Jazz, Benjamin Britten, Rock, the music of Carole King, Early Classical Music, 20th Century Contemporary Classical Music.</p>
Improvisation	<p>Knowledge & Progression of skills</p>	<p>Knowledge & Progression of skills</p>	<p>Knowledge & Progression of skills</p> <p>Continue to create your own simple rhythmic patterns that</p>	<p>Knowledge & Progression of skills</p>

	<p>Experiment with, create, select and combine sounds using the interrelated dimensions of music</p>	<p>Improvise using very simple patterns on your instrument and/or voice.</p> <p>Create your own simple rhythmic patterns that lead to melodies in a group or a solo situation.</p> <p>Start to perform your own rhythms and melodies with confidence and understanding in the group. Start improvising using one or two notes.</p>	<p>lead to melodies in a group or a solo situation.</p> <p>Deepen your understanding through activity, that when you improvise you make up your own tune (or rhythm) using one, two or three notes, or you can sing.</p>	<p>Continue to create your own more complex rhythmic patterns that lead to melodies in a group or a solo situation.</p> <p>Continue to perform your own rhythms and melodies with confidence and understanding in the group.</p> <p>Improvise using up to three or more notes with greater confidence</p>
<p>Composition</p>	<p>Knowledge & Progression of skills</p> <p>Practice and remember a simple melody</p>	<p>Knowledge & Progression of skills</p> <p>Begin to recognise/identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way we will remember it</p> <p>Musically demonstrate a very simple understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music eg getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch).</p>	<p>Knowledge & Progression of skills</p> <p>Develop an understanding of formal, written notation which includes minims and quavers, crotchets and rests, staff, semibreves and dotted crotchets</p> <p>Musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music eg getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch), faster (tempo), slower (tempo).</p> <p>Continue to create your own more complex melodies (usually in a group) within the context of the song that is being learnt. 2. Move beyond composing using two notes, increasing to three notes if appropriate.</p>	<p>Knowledge & Progression of skills</p> <p>Confidently create your own melodies within the context of the song that is being learnt and do this with deeper understanding.</p> <p>Use voice, sounds, technology and instruments in creative ways. Record the composition in any way appropriate.</p> <p>Recognise and musically and/or verbally demonstrate awareness of a link between shape and pitch using notations if appropriate.</p>

<p>Singing (Vocals)</p>	<p>Knowledge & Progression of skills</p> <p>Listen to, copy and repeat a simple melody</p> <p>Learn and join in with choral simple songs</p>	<p>Knowledge & Progression of skills</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Sing within a limited pitch range and begin to understand the importance of working together in an ensemble or as part of a group. And how important it is and why we warm up our voices.</p> <p>To sing with good diction.</p> <p>Understand how melody and words should be interpreted.</p>	<p>Knowledge & Progression of skills</p> <p>Sing songs with multiple parts with increasing confidence</p> <p>To work together as part of a group and with their friends, developing the confidence to sing alone.</p> <p>To sing with a good sense of rhythm internally and sing in two parts.</p> <p>How to follow a leader/conductor with confidence</p>	<p>Knowledge & Progression of skills</p> <p>Sing as part of an ensemble with full confidence and precision</p> <p>Perform and interpret a song stylistically and musically with confidence.</p> <p>Sing with a good sense of the pulse internally and sing together and in time with the group.</p> <p>Confidently lead the group yourself</p>
<p>Instrumentation</p>	<p>Knowledge & Progression of skills</p> <p>Clap to the pulse of the rhythm.</p> <p>Experiment with un-tuned instruments.</p> <p>Ensure through learning-through-play with a range of instruments and sound-makers</p>	<p>Knowledge & Progression of skills</p> <p>Begin to use the correct musical language and dimensions to describe a piece of music. E.g. a steady beat, simple rhythm patterns, pitch, texture, tempo, dynamics.</p> <p>Respond to basic musical cues from the leader/conductor.</p> <p>Treat your instrument with respect and how to play it correctly</p>	<p>Knowledge & Progression of skills</p> <p>Deepen knowledge and understanding of specific musical styles through listening to more examples of the same styles and understanding its musical structure and style indicators.</p> <p>Continue to treat your instrument with respect and care and try to play it correctly.</p> <p>Play more confidently as part of your ensemble/group with a sound-before-symbol (by ear) approach or, with notation if appropriate.</p> <p>Follow the leader confidently.</p>	<p>Knowledge & Progression of skills</p> <p>Listen with security and confidently recognise/identify different style indicators and different instruments and their sounds. (e.g. viola, cello, cello, etc.)</p> <p>Continue to treat your instrument with respect and care and to play it correctly and confidently.</p> <p>Play more confidently as part of your ensemble/group using notation if appropriate.</p> <p>Demonstrate confidence and fluency when playing your instrument in a solo or ensemble context.</p>
<p>Performing</p>	<p>Knowledge & Progression of skills</p>	<p>Knowledge & Progression of skills</p>	<p>Knowledge & Progression of skills</p>	<p>Knowledge & Progression of skills</p>

	<p>Perform with some confidence and memory of the song lyrics, melody, notation, etc.</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Remember the importance of starting and ending together. Try to follow the conductor/band leader.</p> <p>Perform what you have learnt to other people. Play your instrument, improvise and play your compositions as part of this performance and with as much confidence as possible.</p> <p>Offer helpful and thoughtful comments and feedback about others after watching a performance.</p>	<p>Present a song or a piece of music to an audience, demonstrating the historic, stylistic knowledge and understanding of the song/piece through the performance</p> <p>Perform with a deeper understanding. A performance can include everything that has been undertaken during the learning process of the unit.</p> <p>Practise, rehearse and present performances with awareness of an audience. Begin to realise that performance can influence how music is presented.</p>	<p>Present a musical performance of a song or piece of music to an audience, demonstrating the historic, stylistic knowledge and understanding of the song/piece, through the performance with confidence and flare.</p> <p>Continue to perform with a deeper understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together.</p> <p>Watch a recording and/or discuss the performance with detail and correct terminology. Offer helpful and thoughtful comments and feedback about others</p>
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