



Marlborough Primary Academy School

Progression of Skills and Knowledge for Music						
<u>Controlling sounds through singing and playing (performing)</u>						
Singing (KS1- using voices expressively. KS2- singing in unison and two parts)						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Join in with nursery rhymes and ring games. 	<ul style="list-style-type: none"> Use voices in different ways such as speaking, chanting and signing. 	<ul style="list-style-type: none"> Use voices expressively and creatively. To sing with the sense of shape of melody. 	<ul style="list-style-type: none"> To sing in unison, becoming aware of pitch. 	<ul style="list-style-type: none"> To sing in unison maintaining the correct pitch and using increasing expression. 	<ul style="list-style-type: none"> To sing in unison with clear direction, controlled pitch and sense of phrase. 	<ul style="list-style-type: none"> To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase.
Playing tuned and un-tuned instruments						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Explores the different sounds of instruments. 	<ul style="list-style-type: none"> To create and choose sounds. To perform simple rhythmical patterns beginning to show an awareness of pulse. 	<ul style="list-style-type: none"> To create and choose sounds or a specific effect. To perform rhythmical patterns and accompaniments and keeping a steady pulse. 	<ul style="list-style-type: none"> To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes. 	<ul style="list-style-type: none"> To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics. 	<ul style="list-style-type: none"> To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression. 	<ul style="list-style-type: none"> To play and perform with accuracy, fluency, control and expression.
Practise, Rehearse and Perform						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> To think about others when performing. 	<ul style="list-style-type: none"> To think about others while performing. 	<ul style="list-style-type: none"> To think about others while performing. 	<ul style="list-style-type: none"> To think about others while performing. 	<ul style="list-style-type: none"> To maintain my own part and be aware how the different parts fit together. 	<ul style="list-style-type: none"> To think about the audience when performing and how to create a specific effect.
Related National Curriculum Objectives in italics:	<i>-Use their voices expressively and creatively by singing sounds and speaking chats and rhymes</i> <i>-play tuned and un-tuned instruments musically</i>		<i>-play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i>			



Marlborough Primary Academy School

Creating and developing musical ideas (composition)

EFYS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> To make different sounds (high and low – pitch; loud and quiet – dynamics; fast and slow – tempo; quality of the sound – smooth, crisp, scratchy, rattling, tinkling etc.- timbre). 	<ul style="list-style-type: none"> To know about and experiment with sounds. To recognise and explore how sounds can be organised. To identify and organise sounds using simple criteria e.g. loud, soft, high and low. 	<ul style="list-style-type: none"> To repeat short rhythmic and melodic patterns. To begin to explore, choose and order sounds using *interrelated dimensions of music. 	<ul style="list-style-type: none"> To create simple rhythmic patterns that use a small range of notes. To begin to join simple layers of sound e.g. a background rhythm with a solo melody. 	<ul style="list-style-type: none"> To create rhythmical and simple melodic patterns using an increased number of notes. To join layers of sounds, thinking about musical dynamics of each layer and understanding the effect. 	<ul style="list-style-type: none"> To create increasingly complicated rhythmic and melodic phrases within given structure. 	<ul style="list-style-type: none"> To create and improvise with melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures.
Related National Curriculum Objectives in italics:	<i>-experiment with , create, select and combine sounds using the interrelated dimensions of music</i>		<i>-improvise and compose music for a range of purposes using the interrelated dimensions of music</i>			

Responding and Reviewing (Appraising)

Explore and express ideas and feelings about music

EFYS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> To listen to songs and say if they like/ do not like them. 	<ul style="list-style-type: none"> To talk about how music makes you feel or want to move. 	<ul style="list-style-type: none"> To respond to different moods in music and discuss how this links to changes in sound. 	<ul style="list-style-type: none"> To explore and comment on the way that sounds can be used expressively. 	<ul style="list-style-type: none"> To recognise and explore the ways sounds can be combined and used expressively and discuss the effect. 	<ul style="list-style-type: none"> To describe, compare and evaluate different types of music and beginning to use musical words. 	<ul style="list-style-type: none"> To describe, compare and evaluate different types of music using a range of vocabulary including the *inter-



Marlborough Primary Academy School

						related dimensions of music.
Reflect on and improve own and others' work						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> To make simple suggestions on what could make their own work better. 	<ul style="list-style-type: none"> To identify what improvements could be made to own work and make some of these changes, including altering use of voice or choice of instruments. 	<ul style="list-style-type: none"> To comment on the effectiveness of own work identifying and making improvements. 	<ul style="list-style-type: none"> To comment on the effectiveness of own work, identifying and making improvements based on its intended outcome. 	<ul style="list-style-type: none"> To comment on the success of own and others' work, suggesting improvements based on intended outcomes. 	<ul style="list-style-type: none"> To evaluate the success of own and others' work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.
Related National Curriculum Objectives in italics:						

<u>Listening and applying knowledge and understanding</u>						
Listen with attention to detail and recall sounds						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6



Marlborough Primary Academy School

▪Begins to build a repertoire of songs.	▪To begin to identify simple repeated patterns and follow basic musical instructions.	▪To identify and recognise repeated patterns and follow a wider range of musical instructions.	▪ To listen with attention and begin to recall familiar sounds.	▪To listen and recall patterns of sounds with increasing accuracy.	▪To listen to and recall a range of sounds and patterns of sounds confidently.	▪To listen to internalise and recall sounds and patterns of sounds with accuracy and confidence.
---	---	--	---	--	--	--

Understanding musical elements: pitch, duration, dynamics, tempo, timbre, texture and silence

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
▪ To begin to recognise and make different sounds (high and low – pitch; loud and quiet – dynamics; fast and slow – tempo; quality of the sound – smooth, crisp, scratchy, rattling, tinkling etc.- timbre).	<ul style="list-style-type: none"> ▪To begin to understand that musical elements can be used to create different moods and effects. ▪ Recognise changes in <ul style="list-style-type: none"> • Dynamics (loud and quiet) • Tempo (fast and slow) 	<ul style="list-style-type: none"> ▪To understand how musical elements create different moods and effects. ▪Recognise changes in <ul style="list-style-type: none"> • Timbre (sound quality- smooth, crisp, scratchy, rattling, tinkling etc.) • Pitch (high and low) 	▪To begin to understand how different musical elements are combined and used to create an effect.	▪To understand how different music elements are combined and used expressively.	▪To begin to identify the relationship between sounds and how music can reflect different meanings.	▪To identify and explore the relationship between sounds and how music can reflect different meanings.

Understanding sounds represented by musical notations

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
------	--------	--------	--------	--------	--------	--------



Marlborough Primary Academy School

	<ul style="list-style-type: none"> To begin to represent sounds with simple representations such as shapes and marks. 	<ul style="list-style-type: none"> To confidently represent sounds with a range of symbols, shapes or marks. 	<ul style="list-style-type: none"> Know the number of beats in simple notations (minim, crotchet, semibreve, quaver, dotted crotchet, rests). 	<ul style="list-style-type: none"> To understand and begin to use established and invented musical notations to represent music (minim, crotchet, semibreve, quaver, dotted crotchet, rests). 	<ul style="list-style-type: none"> To recognise and use a range of musical notations, including staff notation (notes as Year 4). 	<ul style="list-style-type: none"> To use and apply a range musical notations, including staff notation, to plan, revise and refine musical material (adding dotted quavers).
History of music (KS1- how music is used for particular purposes. KS2- how time and place influence the way music is created).						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> To listen to short, simple pieces of music and talk about when and why they may hear it. E.g. a lullaby or a Wedding song. 	<ul style="list-style-type: none"> To listen to pieces of music and discuss where and when they may be heard explaining using simple music vocabulary. E.g. It's quiet and smooth so it would be good for a lullaby. 	<ul style="list-style-type: none"> To listen to and begin to respond to music drawn from different traditions and great composers and musicians. 	<ul style="list-style-type: none"> To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians. 	<ul style="list-style-type: none"> To listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how much music may have changed over time. 	<ul style="list-style-type: none"> To develop an understanding of the history of music from different, cultures, traditions, composers and musicians, evaluating how venue, occasion and purpose effects the way that music is created and performed.
Related National Curriculum Objectives in italics:	<i>-listen with concentration and understanding to a range of high-quality live and recorded music</i>		<i>-listen with attention to detail and recall sounds with increasing aural memory</i> <i>-appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composes and musicians</i> <i>-use and understand staff and other musical notations</i> <i>-develop an understanding of the history of music</i>			