



Lawrence View Primary School

Music

Knowledge and Skills Progression Grids.

Music: Foundation Stage

Singing		Playing an Instrument	Listening and appreciate	Create own Music
FS1	<ul style="list-style-type: none"> • Use their voices to create a variety of sounds. • Join in with songs and rhymes. 	<ul style="list-style-type: none"> • Explore the sounds instruments make 	<ul style="list-style-type: none"> • Listen to a variety of pieces of music and talk about them. 	<ul style="list-style-type: none"> • Use body percussion to accompany music, songs and rhymes.
FS2	<ul style="list-style-type: none"> • Use their voices to sing, chant and say songs and rhymes which they know and learn ones new to them. 	<ul style="list-style-type: none"> • Use a variety of instruments to play along with music and create their own. 	<ul style="list-style-type: none"> • Listen to variety of music and rhymes. • Discuss how music makes you feel. 	<ul style="list-style-type: none"> • Clap along with a rhythm.

Music: Key Stage 1

		Singing	Playing an instrument	Listening and appreciate	Create own music
		<i>Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes</i>	<i>Pupils should be taught to play tuned and untuned instruments musically</i>	<i>Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music</i>	<i>Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music</i>
Year 1		<ul style="list-style-type: none"> • make different sounds with voice and with instruments • follow instructions about when to play and sing 	<ul style="list-style-type: none"> • use instruments to perform and choose sounds to represent different things 	<ul style="list-style-type: none"> • say whether they like or dislike a piece of music 	<ul style="list-style-type: none"> • clap and repeat short rhythmic and melodic patterns • make a sequence of sounds and respond to different moods in music
Year 2		<ul style="list-style-type: none"> • sing or clap increasing and decreasing tempo • perform simple patterns and accompaniments keeping a steady pulse 	<ul style="list-style-type: none"> • play simple rhythmic patterns on an instrument 	<ul style="list-style-type: none"> • make connections between notations and musical sounds 	<ul style="list-style-type: none"> • order sounds to create a beginning, middle and an end • create music in response to different starting points

Music: Key Stage 2

	Performing	Compose	Listen
	<i>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i>	<i>improvise and compose music for a range of purposes using the inter-related dimensions of music</i>	<i>listen with attention to detail and recall sounds with increasing aural memory</i>
Year 3	<ul style="list-style-type: none"> play clear notes on instruments and use different elements in composition 	<ul style="list-style-type: none"> combine different sounds to create a specific mood or feeling 	<ul style="list-style-type: none"> listen carefully and recognise high and low phrases
Year 4	<ul style="list-style-type: none"> sing songs from memory with accurate pitch 	<ul style="list-style-type: none"> use notation to record compositions in a small group or individually 	<ul style="list-style-type: none"> explain why silence is often needed in music and explain what effect it has
Year 5	<ul style="list-style-type: none"> maintain own part whilst others are performing their part 	<ul style="list-style-type: none"> compose music which meets specific criteria choose the most appropriate tempo for a piece of music 	<ul style="list-style-type: none"> repeat a phrase from the music after listening intently.
Year 6	<ul style="list-style-type: none"> sing in harmony confidently and accurately perform parts from memory take the lead in a performance 	<ul style="list-style-type: none"> use a variety of different musical devices in composition (including melody, rhythms and chords). 	<ul style="list-style-type: none"> accurately recall a part of the music listened to

Music: Key Stage 2

	Use and understand	Appreciate	History of music
	<i>use and understand staff and other musical notations</i>	<i>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i>	<i>develop an understanding of the history of music</i>
Year 3	<ul style="list-style-type: none"> create repeated patterns with different instruments improve my work; explaining how it has been improved 	<ul style="list-style-type: none"> use musical words to describe a piece of music and compositions use musical words to describe what they like and do not like about a piece of music 	<ul style="list-style-type: none"> recognise the work of at least one famous composer
Year 4	<ul style="list-style-type: none"> use notation to record and interpret sequences of pitches 	<ul style="list-style-type: none"> identify and describe the different purposes of music 	<ul style="list-style-type: none"> begin to identify the style of work of Beethoven, Mozart and Elgar
Year 5	<ul style="list-style-type: none"> use music diary to record aspects of the composition process 	<ul style="list-style-type: none"> describe, compare and evaluate music using musical vocabulary explain why they think music is successful or unsuccessful 	<ul style="list-style-type: none"> contrast the work of a famous composer with another and explain preferences
Year 6	<ul style="list-style-type: none"> analyse features within different pieces of music 	<ul style="list-style-type: none"> evaluate how the venue, occasion and purpose affects the way a piece of music is created 	<ul style="list-style-type: none"> compare and contrast the impact that different composers from different times have had on people of that time