



Tarvin Primary School

Music Progression of Knowledge and Skills



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Charanga

Progression of Knowledge and Skills

How this document works:

This is a whole school overview, demonstrating progression in knowledge and skills.

Page 1: Demonstrates what a typical musician will look like at the end of each phase, combining the key skills and knowledge they will require.

Page 2 onwards: Demonstrates progression in knowledge and skills objectives for each phase, with key vocabulary, and also 'key indicators' which identify intended learning outcomes.

	Foundation/ EYFS	KS1	LKS2	UKS2
This is what our musicians can do....	Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.	<p>Enjoy and appreciate different music styles</p> <p>Sing with confidence when performing on their own or with others</p> <p>Compose and perform music, in solo and ensemble contexts, using their voice instruments with control</p> <p>Improvise and compose music using their knowledge of: pitch, duration, dynamics, tempo, timbre, texture, structure</p>	<p>Enjoy and appreciate different music styles</p> <p>Sing with confidence when performing on their own or with others</p> <p>Compose and perform music, in solo and ensemble contexts, using their voice and a variety of instruments with control</p> <p>Improvise and compose music for a range of purposes using their knowledge of: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations</p> <p>Use and understand staff and other musical notations when performing and composing</p> <p>Have an understanding of musical composition and musical structures</p>	<p>Enjoy and appreciate different music styles</p> <p>Sing with confidence when performing on their own or with others</p> <p>Compose and perform music, in solo and ensemble contexts, using their voice and a variety of instruments with control</p> <p>Improvise and compose music for a range of purposes using their knowledge of: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations</p> <p>Use and understand staff and other musical notations when performing and composing</p> <p>Have an understanding of musical composition and musical structures</p> <p>Listen closely in order to analyse and compare sounds and musical ideas across a range of music from different historical periods, cultures and genres</p> <p>When analysing music, use knowledge of: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations</p> <p>Have an understanding of the history of music</p>

Listen and Appraise	EYFS	KS1	KS2	UKS2
<u>Knowledge</u>	<ul style="list-style-type: none"> To identify sources of sound with accuracy 	<ul style="list-style-type: none"> To learn songs and know who sang them or wrote them. To recognise the style of songs learned 	<ul style="list-style-type: none"> To learn songs and know who sang them or wrote them. To recognise the style of songs learned To describe the style of music 	<ul style="list-style-type: none"> To learn songs and know who sang them or wrote them. To recognise the style of songs learned To indicate the origin of the music
<u>Skills</u>	<ul style="list-style-type: none"> Show increasing rhythm and control when responding to music with movement. 	<ul style="list-style-type: none"> To talk about the features and meaning of a song To confidently identify and move to the pulse. To talk about how a song makes them feel. 	<ul style="list-style-type: none"> To discuss lyrics To consider texture, dynamics, tempo, rhythm, features and pitch of songs and how these work together To talk about the musical dimensions working together Talk about how pieces make them feel To begin to use musical words. 	<ul style="list-style-type: none"> Describe, compare and evaluate different types of music using a range of musical vocabulary including the interrelated dimensions of music Evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved successfully
<u>Key vocabulary</u>	Loud, quiet, high, low, fast, slow, noisy, pulse,	Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, glockenspiel.	Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong	Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.
<u>Key indicators</u>	<p>Can I speed up and slow down when moving to music?</p> <p>Can I make movements that match the style of the music?</p>	<p>Can I recognise the sound and name of some instruments?</p> <p>Can I tell the story of a song?</p>	<p>Can I recognise the style of music?</p> <p>Can I use terms such as texture, dynamics, tempo, rhythm, features and pitch when I discuss songs and the effect they have? Can I express how music makes me feel?</p>	<p>Can I sing some songs by heart and know who sang or wrote them?</p> <p>Can I recognise other songs from a given style, comparing them? Can I consider the historical context to a song?</p> <p>Can I use terms such as texture, dynamics, tempo, rhythm, features and pitch when I discuss songs and how they combine to make you feel?</p> <p>Can I express how music makes me feel, and listen respectfully to the views of others?</p>

Singing	EYFS	KS1	LKS2	UKS2
<u>Knowledge</u>	<ul style="list-style-type: none"> To know how sound is made and how it can be changed in different ways 	<ul style="list-style-type: none"> To know why we need to warm up our voices To know that unison is everyone singing together 	<ul style="list-style-type: none"> To understand that a solo singer makes a thinner texture than a large group 	<ul style="list-style-type: none"> Consolidate previous skills To be aware of how you fit into a group.
<u>Skills</u>	<ul style="list-style-type: none"> confidently use voices in different ways including singing, speaking and chanting to a steady beat. Explore how to make high and low sounds. Make and control fast and slow sounds, loud and quiet and high and low to create mood and show feelings. 	<ul style="list-style-type: none"> To sing at different pitches To find a comfortable singing position <ul style="list-style-type: none"> To stop and start when following a leader To sing songs confidently To use voice in different ways eg rapping 	<ul style="list-style-type: none"> To sing in unison and in simple two-parts. To re-join the song if lost. To listen to the group when singing 	<ul style="list-style-type: none"> Sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase
<u>Key vocabulary</u>	Loud, quiet, high, low, fast, slow, noisy, pulse,	pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience	improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong	Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.
<u>Key indicators</u>	<p>Can I sing in different ways?</p> <p>Can I keep up with the music?</p> <p>Can I move in time to the music?</p>	<p>Can I sing some songs by heart?</p> <p>Can I sing confidently at different pitches?</p> <p>Can I make different sounds with my voice?</p>	<p>Can I sing confidently alone and in a group, including in unison and two-parts? Can I show an awareness of being 'in tune'?</p> <p>Can I listen to others and keep to a beat?</p>	<p>Can I sing confidently with a strong internal pulse?</p> <p>Can I show an awareness of being 'in tune'?</p> <p>Can I rehearse and perform my part?</p>

Playing and Performing	EYFS	KS1	LKS2	UKS2
<u>Knowledge</u>	<ul style="list-style-type: none"> To know that instruments are used to produce different sounds 	<ul style="list-style-type: none"> To learn the names of notes in their instrumental part To learn the names of instruments they play 	<ul style="list-style-type: none"> To know other instruments they might play or be played in a band or orchestra 	<ul style="list-style-type: none"> Consolidate knowledge from previous years
<u>Skills</u>	<ul style="list-style-type: none"> To choose sounds and instruments for a specific purpose. To think about others while performing in a small group session. 	<ul style="list-style-type: none"> To treat instruments with respect. To play a tuned instrumental part To play a part in time To follow musical instructions from a leader 	<ul style="list-style-type: none"> To rehearse and perform their part To experience leading the playing To present a musical performance designed to capture the audience To communicate the meaning of the words and clearly articulate them. To perform a song To express how they felt about a performance 	<ul style="list-style-type: none"> Play and perform with accuracy, fluency, control and expression that has been considered Think about the audience when performing and how to create a specific effect.
<u>Key vocabulary</u>	Loud, quiet, high, low, fast, slow, noisy, pulse,	Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.	Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong	Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.
<u>Key indicators</u>	Can I choose instruments that make different sounds? Can I tap, shake and strike instruments to produce different sounds?	Can I name the notes of my instrument part? Can I treat instruments with respect? Can I play a tuned instrument part? Can I perform and express my feelings about a performance?	Can I lead the music? Can I show planning and careful consideration about my performances? Can I think about the experience of the audience when I perform? Can I record and reflect on my performance	Can I name and find the notes C D E F G A B on a treble stave? Can I rehearse and perform my part? Can I lead the music? Can I show planning and careful consideration about my performances?

Composition/ Improvisation	EYFS	KS1	LKS2	UKS2
<u>Knowledge</u>	<ul style="list-style-type: none"> Identify instruments that can be used in different ways. 	<ul style="list-style-type: none"> To learn how the notes of a composition can be written down and changed 	<ul style="list-style-type: none"> To understand improvisation is making up your own unique music on the spot To know that you can use riffs you have heard 	<ul style="list-style-type: none"> To know a well known improvising musician. Know that a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure
<u>Skills</u>	<ul style="list-style-type: none"> To follow and imitate simple patterns using body movements (clapping etc) percussion instruments with increasing control. 	<ul style="list-style-type: none"> To create a simple melody using 1, 3 or 5 notes together To take it in turns to improvise using one or two notes. 	<ul style="list-style-type: none"> To improvise using instruments in the context of a song they are learning to play 	<ul style="list-style-type: none"> Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.
<u>Key vocabulary</u>	Loud, quiet, high, low, fast, slow, noisy, pulse,	Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel	Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong	Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.
<u>Key indicators</u>	Can I choose instruments that create a certain type of sound? Can I create a sound that matches a certain mood or scene?	Can I clap and improvise? Can I create a simple melody with 1,3,5 notes? Can I make simple written recordings of my compositions?	Can I improvise using instruments with little preparation? Can I reflect on and make musical decisions?	Can I improvise using instruments with little preparation? Can I name musicians who like to improvise? Can I use riffs I have heard in my own music?