



FARNSFIELD ST MICHAEL'S C OF E PRIMARY SCHOOL

Music Knowledge and Skills Progression Document

Key Areas	EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
Listening & Appraising	<p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p>Know 5 songs off by heart and know what they are about.</p> <p>Know and recognise the sound and names of some of the instruments they use.</p> <p>Know that some songs have a chorus or a response/answer part.</p> <p>Describe how a range of music makes them feel.</p> <p>Describe the pitch, tempo and dynamics in live and recorded music.</p> <p>Evaluate and comment on own work. "It would be even better if..."</p> <p>Identify repeating elements of known songs.</p>	<p>Recognise the basic elements of music, in addition to pitch, dynamics and tempo.</p> <p>Recognise the structure of a piece of music (e.g. verse, chorus, verse, chorus).</p> <p>Comment on similarities and differences in live and recorded pieces of music (including the BBC ten pieces).</p> <p>Know five songs from memory and who sang them or wrote them.</p> <p>Know that a riff is a repeated phrase/chorus.</p>	<p>Recognise different genres of music.</p> <p>Describe and evaluate different genres of music using good musical vocabulary.</p> <p>Begin to recall a range of composers, linking some to the correct musical era.</p> <p>Identify and describe different genres of music through history.</p> <p>Know five songs from memory, who sang or wrote them, when they were written and, if possible, why?</p> <p>Know the style of the five songs and to name other songs from the units in those styles.</p> <p>Describe the historical context of songs and describe how music has evolved</p>

				<p>over time.</p> <p>Know and talk about the fact that we each have a musical identity.</p>
Composition	<p>Create collaboratively sharing ideas, resources and skills.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>Create own rhythmic patterns.</p> <p>Create short, memorable melodies using symbols (up to 3 notes).</p> <p>Create and repeat a simple melody on a tuned and untuned instrument.</p> <p>Know that everyone can compose.</p> <p>Gradually build up to using C,D,E,F,G in their compositions.</p>	<p>Compose a short piece of structured music (e.g. equal bar lengths) with up to 3 notes.</p> <p>Use dynamics in their composition (loud and soft).</p> <p>Know that tuned and untuned instruments can be used for their compositions and that these will produce different effects.</p>	<p>Compose more complex pieces (using a range of different rhythms) and exploring harmony with the pentatonic scale.</p> <p>Apply an understanding of all musical elements (pulse, rhythm, pitch, tempo, dynamics, timbre, structure and texture).</p> <p>Compose music with more than one part (e.g. base part and tune).</p> <p>Know that composition can take the form of one or more layers.</p> <p>Know that by using different layers this will produce a different sound.</p> <p>Talk about their choice of layers.</p>
Performance and singing	<p>Explore and engage in music making, singing and dance, performing solo or in groups.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to</p>	<p>Clap or play back simple rhythms (4 or 8 beats).</p> <p>Perform to an audience with increasing levels of confidence.</p> <p>Sing with an increasing understanding of expression (loud, soft, high and low).</p> <p>Sing in simple parts e.g. chants and rounds.</p>	<p>Sing to an audience with confidence, control and expression.</p> <p>Play to an audience a tuned or untuned instrument with good fluency and control.</p> <p>Sing in tune throughout a song.</p> <p>Sing in two parts (building on a round</p>	<p>Show a good awareness of the intended audience (e.g. knowing that a fanfare needs to draw the audience to attention; sound scape representing a countryside haven).</p> <p>Begin to conduct an ensemble performance directing changes in the tempo and the dynamics accordingly.</p> <p>Sing in harmony and descant parts.</p>

	move in time with music.		into a simple harmony).	Sing with clear diction when performing songs.
Notation	Begin to record ideas in different ways.	Use and recognise different informal symbols to show knowledge of pitch.	Use, write and recognise up to 5 notes on the stave notation (the 'C' pentatonic scale).	Record extended melody lines on stave notation, recognising up to 8 notes.