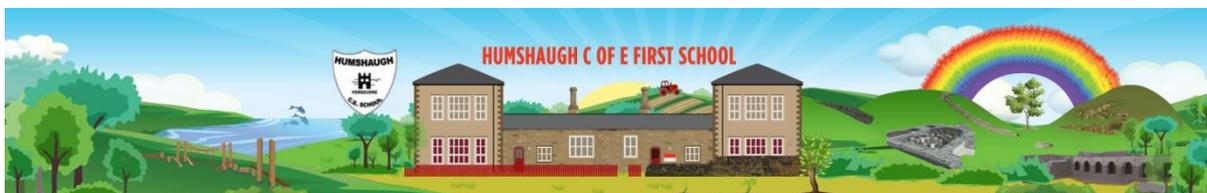


Music Curriculum Progression in Skills



What will a Humshaugh First School Musician look like?		
	At the end of Year 2 they will have the following knowledge:	At the end of Year 6 they will have the following knowledge:
Being a musician	Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.	Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.
Knowledge	<p>During Key Stage 1, pupils should be taught to:</p> <ul style="list-style-type: none"> ● use their voices expressively and creatively by singing songs and speaking chants and rhymes ● play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music ● experiment with, create, select and combine sounds using the inter-related dimensions of music. 	
	<p>During Key Stage 2, pupils should be taught to:</p> <ul style="list-style-type: none"> ● play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ● improvise and compose music for a range of purposes using the inter-related dimensions of music ● listen with attention to detail and recall sounds with increasing aural memory 	

Music Curriculum Progression in Skills

	<ul style="list-style-type: none"> ● use and understand staff and other musical notations ● appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ● develop an understanding of the history of music.
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Progression of key skills from Y1 - 4

	Performing	Composition & Improvisation including notation	Listening and appraising
EYFS	<p>Early Years Music Development</p> <p>Vocalising and Singing Moving and Dancing Use of media and materials</p>	<p>Early Years Music Development</p> <p>Exploring and Playing Use of media and materials Represent their own ideas, thoughts and feelings through music</p>	<p>Early Years Music Development</p> <p>Hearing and Listening</p>
End of Year 1	<p>To be able to find their singing voice and sing familiar songs expressively</p> <p>To begin to move rhythmically</p> <p>To add actions to songs</p> <p>To use instruments to perform</p> <p>To copy sounds and explore different sounds with their voice</p> <p>To make loud and quiet sounds</p>	<p>To make different sounds with their voices</p> <p>To copy simple rhythmic patterns</p> <p>To follow simple symbols to represent sounds e.g. long and short tap and shake, loud and quiet</p> <p>To use action to show pitch changes</p> <p>To explore how sounds can be made using instruments</p> <p>To tell the difference between long and short sounds</p> <p>To give a reason for choosing an</p>	<p>To be able to respond to different moods in music</p> <p>To recognise repeated patterns</p> <p>To follow instructions on how to play and sing</p> <p>To be able to describe the difference between fast and slow tempo</p> <p>To identify two types of sound happening at the same time</p>

Music Curriculum Progression in Skills

		<p>instrument</p> <p>To tell the difference between high and low sounds</p>	
End of Year 2	<p>To sing accurately at a given pitch</p> <p>To perform with others</p> <p>To clap a pulse with increasing or decreasing tempo</p> <p>To sing/play rhythmic patterns in a contrasting tempo keeping to a pulse</p>	<p>To order a sequence of sounds to create a beginning, middle and end</p> <p>To use symbols to represent sound</p> <p>To make connections between notations and musical sound</p> <p>To use actions to show pitch changes</p> <p>To use simple structures in a piece of music</p>	<p>To improve their own work</p> <p>To listen out for particular things</p> <p>When listening to music</p> <p>To recognise sounds that move by step and by leaps</p>
End of Year 3	<p>To control their voice when singing</p> <p>To play clear notes on instruments</p> <p>To develop the confidence to perform in front of others</p> <p>To sing songs as a group keeping in time</p> <p>To sing in tune with expression</p>	<p>To know that phrases are where we breathe in a song</p> <p>To use different elements in their composition</p> <p>To create repeated patterns with different instruments</p> <p>To clap and play a range of simple rhythms from notation</p> <p>To understand how the use of tempo can provide musical contrast within a piece of music</p>	<p>To use musical vocabulary (elements of music) to describe a piece of music or a composition</p> <p>To use musical words to describe what they like and dislike</p> <p>To recognise how they can improve their work</p> <p>To identify repetition, contrasts and variations</p>
End of Year 4	<p>To sing and play confidently as a group</p> <p>To sustain a chord or repeating note to a song or tune</p> <p>To improvise using repeated</p>	<p>To experiment with sounds to create music</p> <p>To follow traditional notation for simple rhythms - understand how to use crotchets, quavers in pairs,</p>	<p>To develop opinions about different types of music in class discussion</p> <p>To start to identify the character of a piece of music</p>

Music Curriculum Progression in Skills

	<p>pattern To use selected pitches simultaneously To produce a simple harmony</p>	<p>minims, semibreves and their equivalent rests when writing down any rhythms in 4/4 time To use letter names when memorising simple melodic patterns To use notation in performance To show how they can use dynamics to provide contrast</p>	<p>To compare different kinds of genre To explain the place of silence and what effect it has To identify how a change in timbre can change the effect of a piece of music</p>
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Musical concepts

At the end of Key Stage 1, the pupils will have developed an understanding of the following musical concepts:	At the end of Key Stage 2, the pupils will have developed an understanding of the following musical concepts:	At the end of Key Stage 3, the pupils will have developed an understanding of the following musical concepts:
Pitch, rhythm, tempo (pulse), basic dynamics (loud, quiet, silence), duration, graphic scores.	Intervals, keys (major/minor), chords, pitch, harmony, form, notation (treble clef), graphic scores, instrumentation, expression, rhythm, dynamics, texture, duration, time signatures (simple), accidentals (#, b naturals).	Syncopation, dynamic markings, intervals, chords, pitch, form, instrumentation, expression, rhythm, duration, tempo markings, key signatures, accidentals (#, b naturals) time signatures (complex), notation (bass clef) composing with different textures, tradition and genres of music.