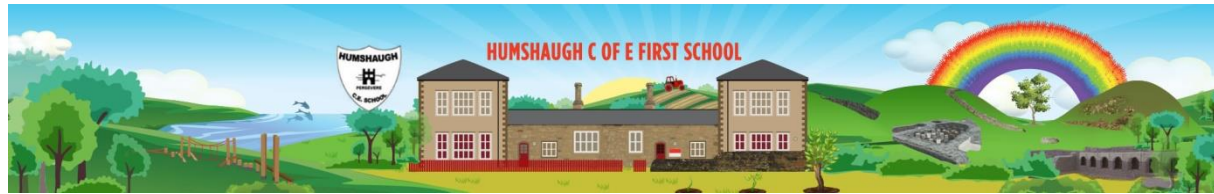


Music Curriculum Progression in Skills



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	During Key Stage 1, pupils should be taught to: <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. 	
	During Key Stage 2, pupils should be taught to: <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	Early Years Music Development Vocalising and Singing Moving and Dancing Use of media and materials	Early Years Music Development Exploring and Playing Use of media and materials Represent their own ideas, thoughts and feelings through music	Early Years Music Development Hearing and Listening
End of Year 1	To be able to find their singing voice and sing familiar songs expressively To begin to move rhythmically To add actions to songs To use instruments to perform To copy sounds and explore different sounds with their voice To make loud and quiet sounds	To make different sounds with their voices To copy simple rhythmic patterns To follow simple symbols to represent sounds e.g. long and short tap and shake, loud and quiet To use action to show pitch changes To explore how sounds can be made using instruments To tell the difference between long and short sounds To give a reason for choosing an	To be able to respond to different moods in music To recognise repeated patterns To follow instructions on how to play and sing To be able to describe the difference between fast and slow tempo To identify two types of sound happening at the same time

Music Curriculum Progression in Skills

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

Music Curriculum Progression in Skills

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