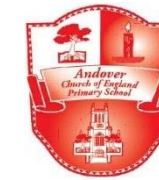




Andover CE Primary – Music Progression of **Knowledge** and **Skills**



EYFS Early Learning Goals	KS1 National Curriculum	KS2 National Curriculum
<ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. Share their creations, explaining the process they have used. 	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. 	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. 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.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing	<p>Chant and sing familiar rhymes and songs or sections of songs from memory with growing proficiency and confidence.</p> <p>Choose and use a range of vocal sounds and songs to communicate simple and varied musical ideas.</p> <p>Explore, investigate and use vocal sounds, talking and singing voice in response to character and / or mood.</p> <p>Experiment with using voices in a variety of ways developing control of vocal shape, quality and diction.</p>	<p>Explore and use vocal sounds, chant and sing rhymes and songs illustrating character and / or mood building rhythmic and melodic memory.</p> <p>Investigate using voices in a variety of ways developing vocal, quality and diction being aware of the sound you are making.</p> <p>Use vocal sounds and voices with increasing confidence to interpret and perform songs and communicate simple and varied ideas.</p>	<p>Explore and use vocal tones, chant and sing a wider variety of rhymes and songs with an awareness of character and/ or mood. Use simple vocal patterns as accompaniments.</p> <p>Investigate using voices in a variety of ways with increased accuracy and an increased awareness of the sound you are making.</p> <p>Use voices with increasing confidence to interpret and perform songs and vocal patterns and accompaniments.</p>	<p>Explore the use of the voice as an instrument, chant and sing with developing expression and awareness in simple layers, including rounds and partner songs.</p> <p>Extend the use of your voice as an instrument with an awareness of your sound quality. Sing songs with simple layers with an awareness of how they fit together.</p> <p>Use your voice creatively and expressively when singing, improvising and composing.</p>	<p>Use the voice as an instrument, chant and sing expressively in layers including more complex rounds and partner songs.</p> <p>Use your voice with increased control and focus on pitch accuracy, sound quality and the role of your voice in a performance. Explore singing a range of songs learning about how their parts fit together.</p> <p>Use your voice creatively and expressively when singing, improvising and composing, drawing on experience to contribute vocal ideas.</p>	<p>Extend imaginative vocal use, chant and sing in layers including simple part songs with expressive interpretation and awareness of style.</p> <p>Increase awareness of expression and interpretation through control of dimensions and phrasing when using your voice.</p> <p>Apply your vocal skills, knowledge and experience creatively and sensitively when singing, improvising and composing.</p>	<p>Further extend imaginative vocal use, chant and sing in balanced parts with expressive interpretation and awareness of style</p> <p>Use your voice with increased expression, interpretation and awareness of balance.</p> <p>Apply your vocal skills, knowledge and experience creatively and sensitively when singing, improvising and composing with an awareness of balance.</p>

<p>Playing</p>	<p>Explore and use a range of sounds including body sounds, other sound makers and classroom percussion beginning to develop control and accuracy.</p> <p>Play with some control of technique copying simple patterns and keeping a steady beat.</p> <p>Choose and use a range of instruments and sound makers to communicate simple and varied musical ideas.</p>	<p>Explore and use an increased range of sounds (including body sounds) beginning to use correct percussion techniques and showing awareness of the use of the dominant hand.</p> <p>Play with improved technique and increased control being aware of the sound you are making. Copy and match patterns/ contrasts.</p> <p>Use sound makers and instruments to create and illustrate simple and varied ideas.</p>	<p>Demonstrate accuracy and control of correct technique on a range of un-tuned and tuned percussion instruments. Begin to play with musical intent.</p> <p>Play with greater accuracy and control being aware of your own sound and your own sound within a group.</p> <p>Choose and accurately play planned sounds with awareness of intention and effect.</p>	<p>Develop instrumental skills and techniques and use them to play with increased accuracy and growing musicality.</p> <p>Extend playing skills with an awareness of the sound you are making and a growing awareness of the way your sound and your part balances with others.</p> <p>Play expressively and use your sounds creatively when improvising and composing with a growing awareness of balance.</p>	<p>Develop fluency when using instrumental skills and techniques and play with accuracy and increased musicality.</p> <p>Play with increased control and awareness of sound quality and balance, and the role of your part in group performance.</p> <p>Play creatively and expressively when improvising and composing with an awareness of balance, drawing on experience to contribute musical ideas.</p>	<p>Demonstrate accurate and fluent instrumental skills and use them to perform with musical awareness.</p> <p>Increase awareness of expression and interpretation through control of dimensions and phrasing when playing.</p> <p>Apply your playing skills, knowledge and experience creatively and sensitively when improvising and composing.</p>	<p>Demonstrate precise and confident instrumental skills and use them to perform with musical awareness.</p> <p>Play with increased expression and interpretation and awareness of balance.</p> <p>Apply your playing skills, knowledge and experience creatively and sensitively when improvising and composing with an awareness of balance</p>
<p>Rehearsing and Performing</p>	<p>Respond to suggestions and begin to consider ways of bettering their own work during rehearsal for performance.</p> <p>Sing and play individually and in a group, starting and stopping together and following simple directions.</p> <p>Follow leader's directions for rehearsing and performing.</p>	<p>Begin to make suggestions about how to better their performances.</p> <p>Sing and play in time and follow a range of simple directions including ideas about how to improve.</p> <p>Practise singing and playing to be the best it can be.</p>	<p>Consider why and how to improve your performance through recording and reviewing, sharing, comparing and evaluating.</p> <p>Sing and play in time and follow a wider range of simple directions, develop awareness of why and how to improve.</p> <p>Polish performances and make changes that contribute to the overall musical effect.</p>	<p>Consider why, how and when to improve your performance through recording and reviewing, sharing, comparing and evaluating.</p> <p>Recognise why and when to improve and start to develop basic individual and group rehearsal skills.</p> <p>Practise and polish performances, making changes that contribute to the overall musical effect.</p>	<p>Recognise which improvements need to be made and use individual and group rehearsal skills.</p> <p>Decide why, how and when to improve your performance through recording and reviewing, sharing, comparing and evaluating.</p> <p>Refine performances making changes that contribute to the overall musical effect.</p>	<p>Recognise which refinements need to be made and explore a range of different rehearsal strategies.</p> <p>Improve singing and playing through directed and independent rehearsal and practise.</p> <p>Sing and play taking responsibility for the quality of performance.</p>	<p>Recognise which refinements need to be made and know how to make them.</p> <p>Improve singing and playing through directed and independent rehearsal and practise with awareness of the standard and quality of sound and balance.</p> <p>Sing and play taking ownership of the standard and quality of performance.</p>
<p>Notating</p>	<p>Find out about how to use a variety of visual cues to control and remember individual sounds and combinations of sounds.</p> <p>Respond to and recognise musical ideas represented and communicated through 3D objects, picture cues, signs and symbols including those</p>	<p>Investigate using a range of simple graphic signs and symbols to represent sounds when planning, singing and playing.</p> <p>Respond to and recognise signs, symbols and other basic graphic notation including those illustrating the musical dimensions.</p> <p>Choose, invent and order signs and symbols to represent chosen</p>	<p>Investigate and develop an understanding of a wider range of informative graphic signs and symbols to represent sounds when planning, singing and playing.</p> <p>Respond to, identify and use symbols and other graphic notation illustrating the musical dimensions including representations of rhythm and pitch.</p>	<p>Identify and use a range of graphic notation including basic rhythm and pitch notation. Introduce basic stave notation.</p> <p>Use a range of detailed graphic notation. Introduce and learn how to interpret simple stave notation.</p> <p>Choose, invent and order detailed graphic notation to accurately record</p>	<p>Understand and use detailed graphic notation.</p> <p>Use basic stave notation.</p> <p>Use a range of detailed graphic notation and develop the use of stave notation to perform and record ideas.</p> <p>Choose, invent and order detailed graphic notation and basic stave notation to accurately record and communicate musical ideas.</p>	<p>Understand, select and use a range of notation for specific purposes including detailed graphic notation and core stave notation.</p> <p>Develop the use of appropriate notation to accurately record and communicate ideas through a range of activities.</p> <p>Use relevant notation to accurately record and</p>	<p>Understand, select and use a range of notation for specific purposes including precise graphic notation and stave notation.</p> <p>Develop the use of precise notation to accurately record and communicate ideas through a range of activities.</p> <p>Use relevant notation to precisely record and communicate creative musical ideas.</p>

	<p>illustrating the musical dimensions.</p> <p>Choose and use objects, cues, signs and symbols to represent sounds.</p>	<p>sounds and sound patterns.</p>	<p>Choose, invent and order informative signs and symbols to accurately record musical ideas.</p>	<p>musical ideas, and stave notation if appropriate.</p>		<p>communicate creative musical ideas.</p>	
<p>Listening and Responding</p>	<p>Explore, enjoy and respond to sounds from different sources and musical moods, features and changes and how music makes you feel.</p> <p>Listen to a variety of sounds and music and respond through practical activity including dance, movement, art, IT and games.</p> <p>Respond creatively using sounds and other art forms.</p>	<p>Explore, respond to, recognise and identify sounds from different sources and musical moods, features and changes/ contrasts and how music makes you feel.</p> <p>Listen to and investigate changes in mood and character and respond through movement, dance, words and other art forms recognising the emotional impact.</p> <p>Use musical experiences as a stimulus for own music making.</p>	<p>Respond to, identify, and distinguish between sounds and music in different contexts. Begin to consider how music illustrates the composer's ideas.</p> <p>Listen to and investigate musical contexts, changes in mood and character and emotional impact through a variety of art forms.</p> <p>Use musical experiences and thinking as a stimulus for your own music making.</p>	<p>Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes, considering where it fits in the history of music. Consider how music illustrates the composer's ideas.</p> <p>Listen to and discover how music reflects composers starting points and ideas and their impact on the listener. Respond through a variety of art forms.</p> <p>Begin to reflect your musical experiences in your creative work.</p>	<p>Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes, considering where it fits in the history of music. Consider the devices used by composers to represent ideas musically.</p> <p>Listen, respond and begin to understand how composers' communicate their inspiration / motivation, their use of devices and the intended impact on the listener.</p> <p>Reflect your musical experiences in your creative work.</p>	<p>Respond to, identify, compare and contrast music with an awareness of the music's context and purpose, considering where it fits in the history of music. Understand and identify why and how the composer has used key features / devices.</p> <p>Use a variety of creative activities to interpret musical detail, context and purpose, and express an aesthetic response.</p> <p>Sensitively reflect your musical experiences in your creative work.</p>	<p>Respond to, identify, compare and contrast music with an awareness of the music's context and purpose, considering where it fits in the history of music. Understand and identify the composer's intent and how this was achieved.</p> <p>Use a variety of creative activities to interpret music and express an aesthetic response.</p> <p>Sensitively reflect your musical experiences in your creative work.</p>
<p>Describing and Discussing</p>	<p>Talk about sounds and music and think about how they make you feel. Begin to use key words relating to the dimensions.</p> <p>Spend time sharing ideas and thoughts using key words to express ideas.</p> <p>Use specifically chosen words to communicate creative ideas.</p>	<p>Think and talk about sounds and music and how they make you feel. Use key words relating to the dimensions.</p> <p>Spend time talking about music heard, performed and created to share opinions and focus thinking using key words.</p> <p>Use an emerging vocabulary to share ideas when creating and performing.</p>	<p>Think and talk about what you hear, begin to explore the ideas behind the music and how they make you feel. Use key words relating to the dimensions.</p> <p>Spend time thinking and talking about music heard, performed and created. Begin to express and justify ideas and opinions using key words.</p> <p>Use an emerging vocabulary to focus thinking and share ideas when creating and performing.</p>	<p>Describe, discuss and start to share opinions about what you hear, the impact of the music and the composers ideas and choices using a growing musical vocabulary.</p> <p>Spend time thinking, discussing and sharing opinions about music heard, performed and created. Begin to support opinions using a growing musical vocabulary.</p> <p>Use a growing musical vocabulary to focus thinking and explain ideas when creating and performing.</p>	<p>Describe, discuss and share opinions about what you hear, the context / purpose and impact of the music and the composers' use of musical devices using a growing musical vocabulary.</p> <p>Spend time discussing musical experiences with others, thinking ideas through and sharing opinions using a growing musical vocabulary.</p> <p>Use a growing musical vocabulary to focus thinking and explain ideas when creating and performing.</p>	<p>Discuss and share informed opinions about what you hear commenting on the context / purpose and impact of the music. Consider the composer's musical use of key features / devices using a musical vocabulary.</p> <p>Express and justify ideas and opinions about music heard and performed using a musical vocabulary, commenting on specific features and intended effects.</p> <p>Use a musical vocabulary to focus thinking and communicate ideas to others.</p>	<p>Discuss and share informed opinions about what you hear commenting on the context / purpose and impact of the music. Consider the composer's musical intent and how it was achieved using a fluent musical vocabulary.</p> <p>Express and justify ideas and opinions about music heard and performed using a fluent musical vocabulary, commenting on specific features and intended effects.</p> <p>Use a fluent musical vocabulary to focus thinking and communicate ideas to others.</p>