



# BEECHFIELD SCHOOL

## Music Progression of Knowledge and Skills

### EYFS

<b>Nursery</b>	
Exploring and using media and materials	<ul style="list-style-type: none"> <li>• Enjoys joining in with dancing and ring games.</li> <li>• Sings a few familiar songs.</li> <li>• Beginning to move rhythmically.</li> <li>• Imitates movement in response to music.</li> <li>• Taps out simple repeated rhythms.</li> <li>• Explores and learns how sounds can be changed.</li> </ul>
<b>Reception</b>	
Exploring and using media and materials	<ul style="list-style-type: none"> <li>• Children sing songs, make music and dance, and experiment with ways of changing them.</li> </ul>

### Key Stage 1

<b>Year 1</b>	
Listen and Appraise	<ul style="list-style-type: none"> <li>• Know 5 songs by heart and talk about what they are about</li> <li>• Know and recognise the sound and names of some instruments</li> <li>• Know different ways to move to music eg by dancing, marching, jumping</li> <li>• Know that music has a steady pulse like a heartbeat</li> <li>• Know that we can make different rhythms from words and phrases and copy these back</li> </ul>
Singing	<ul style="list-style-type: none"> <li>• Sing or rap 5 songs from memory and sing them in unison with others</li> <li>• Learn how to join in and stop singing when following a leader</li> <li>• Learn to sing notes of different pitches</li> <li>• Learn how to make different types of sound with their voices</li> </ul>
Playing instruments	<ul style="list-style-type: none"> <li>• Learn the names of the notes they are playing on their instrument</li> <li>• Know the names of the instruments they are playing</li> <li>• Play melodies of 1 or 2 notes on a tuned instrument</li> </ul>
Improvisation	<ul style="list-style-type: none"> <li>• Listen to, clap back and improvise simple rhythmic patterns</li> <li>• Know that improvisation is making up your own tunes on the spot</li> <li>• Improvise tunes on a tuned instrument or through singing</li> <li>• Copy back simple rhythms in Question and Answer patterns</li> </ul>
Composing	<ul style="list-style-type: none"> <li>• Know that composition is writing a story with music</li> <li>• Create a simple melody with 1, 2 or 3 notes with support</li> </ul>
Performance	<ul style="list-style-type: none"> <li>• Know that a performance is sharing music with an audience</li> <li>• Perform a known song to an audience</li> <li>• Add ideas to a performance</li> <li>• Listen to a recording of their performance and say how they feel about it</li> </ul>

## Year 2

Listen and Appraise	<ul style="list-style-type: none"> <li>• Begin to recognise some musical styles and associated instruments eg rock, reggae, classical</li> <li>• Know 5 songs by heart and describe their musical style</li> <li>• Know that some songs have a chorus or a response part</li> <li>• Learn how songs can tell a story or describe an idea</li> <li>• Learn how to move to music in different ways listening to the pulse</li> <li>• Know the difference between a rhythm and a steady pulse</li> </ul>
Singing	<ul style="list-style-type: none"> <li>• Confidently sing 5 songs from memory</li> <li>• Know that singing in unison means everyone singing at the same time</li> <li>• Know why it is important to warm up our voices</li> <li>• Learn to start and stop singing when following a leader</li> <li>• Experiment with making different sounds with their voices</li> </ul>
Playing instruments	<ul style="list-style-type: none"> <li>• Know the names of some untuned percussion instruments</li> <li>• Play their musical part in time with the steady pulse</li> <li>• Listen to and follow instructions from the leader</li> <li>• Play instrumental parts on a tuned instrument involving 2 or 3 notes</li> </ul>
Improvisation	<ul style="list-style-type: none"> <li>• Improvise tunes on the spot using 1 or 2 notes on a tuned instrument or through singing</li> <li>• Listen to simple rhythms, clap them back then improvise your own answering rhythm</li> <li>• Improvise using question and answer on tuned instruments or through singing</li> </ul>
Composing	<ul style="list-style-type: none"> <li>• Know that composing is like writing a story to music and that the theme of the story can change how the music sounds</li> <li>• Compose 3 different melodies using 3 or 5 notes on a tuned instrument</li> <li>• Learn to record these melodies and how to change them if necessary</li> </ul>
Performance	<ul style="list-style-type: none"> <li>• Know that a performance can be a special occasion</li> <li>• Perform a known song with confidence to an audience</li> <li>• Contribute ideas to improve the performance</li> <li>• Record the performance and say how they felt about it</li> </ul>

## Lower Key Stage 2

## Year 3

Listen and Appraise	<ul style="list-style-type: none"> <li>• Know 5 songs from memory and how sang or wrote them. Describe the style of these songs</li> <li>• Talk about 1 song in depth commenting on; the lyrics and what the song is about, musical dimensions that shape the song (dynamics, texture, tempo), identify the main sections eg chorus and verse, name some of the instruments heard in the song</li> <li>• Identify and move to the pulse of a piece of music</li> <li>• Say how music makes them feel</li> <li>• know the difference between pulse and rhythm.</li> </ul>
Singing	<ul style="list-style-type: none"> <li>• know that singing in a group can be called a choir</li> <li>• Know that songs can make you feel different emotions</li> <li>• Sing in unison and in simple two-parts</li> <li>• Follow a leader when singing.</li> <li>• To sing a solo</li> </ul>
Playing instruments	<ul style="list-style-type: none"> <li>• Know and talk about the instruments used in class</li> <li>• Play an instrumental piece of music with up to 3 notes on a tuned instrument using musical notation</li> <li>• Rehearse their part of music with the rest of the class in unison</li> </ul>
Improvisation	<ul style="list-style-type: none"> <li>• Know that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them</li> <li>• Improvise an answering passage to a tune using 1, 2 or 3 notes</li> </ul>
Composing	<ul style="list-style-type: none"> <li>• Help create at least one simple melody using one, three or five different notes.</li> <li>• Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created.</li> <li>• Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> </ul>

	<ul style="list-style-type: none"> <li>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>
Performance	<ul style="list-style-type: none"> <li>Know what makes a good performance eg confidence, diction, everyone playing in time, following the leader carefully</li> <li>Choose what to perform and how to make it a performance</li> <li>Watch the performance back and discuss what went well and what could be improved</li> </ul>

<b>Year 4</b>	
Listen and Appraise	<ul style="list-style-type: none"> <li>Know 5 songs from memory, who sang them and their musical style</li> <li>Compare two songs commenting on differences in dynamics, tempo, style, rhythm and pitch</li> <li>Discuss a piece of music using musical terms eg pitch, pulse, rhythm, dynamics, tempo</li> </ul>
Singing	<ul style="list-style-type: none"> <li>Know the importance of listening to each other when singing in an ensemble</li> <li>Know that when a soloist is singing, the texture will be thinner than when the whole choir is singing in unison</li> <li>Know how to warm up your voice and why this is important</li> <li>Understand what it means to sing 'in tune'</li> <li>Sing in unison and in two parts</li> <li>Know how to join back in if you get lost</li> </ul>
Playing instruments	<ul style="list-style-type: none"> <li>Know the names of a wider range of instruments to include those played in an orchestra</li> <li>Know how different instruments are played in different ways</li> <li>Lead a group signalling to them to start and stop</li> <li>Play tunes with up to 4 notes following musical notation</li> </ul>
Improvisation	<ul style="list-style-type: none"> <li>Know how to use a riff in an improvisation</li> <li>Know that you can not make a mistake when improvising</li> <li>Improvise short response passages using 3 notes</li> </ul>
Composing	<ul style="list-style-type: none"> <li>Evaluate different ways of recording music eg symbols, notation, pictures</li> <li>Plan and create a section of music using up to 5 notes and talk about how it was created</li> <li>Make musical decisions based on dynamics, pulse and tempo</li> <li>Record the composition using graphic notation to reflect the relationship between sound and symbol</li> </ul>
Performance	<ul style="list-style-type: none"> <li>Know that a good performance is planned and can be changed to suit different occasions</li> <li>Evaluate what makes a good performance</li> <li>Present a musical performance to capture an audience and discuss how you have done this</li> <li>Decide where the performance should take place and why</li> </ul>

## Upper Key Stage 2

<b>Year 5</b>	
<b>Listen and Appraise</b>	<ul style="list-style-type: none"> <li>• Know 5 songs from memory, who wrote them and when they wrote them</li> <li>• Know the style of these songs and begin to recognise songs with similar styles</li> <li>• Know the historical context of some of the songs and why they might have been written</li> <li>• To discuss the messages in songs</li> <li>• To compare songs of different styles commenting on similarities and differences using musical terms to do so</li> </ul>
<b>Singing</b>	<ul style="list-style-type: none"> <li>• Sing 5 songs from memory including their different parts eg solo, unison, lead vocals, backing vocals</li> <li>• Demonstrate a good posture when singing</li> <li>• Follow the leader so you know when your part needs to start and stop when singing lead or backing vocals</li> </ul>
<b>Playing instruments</b>	<ul style="list-style-type: none"> <li>• Know the notes C, D, E, F, G, A, B when written on a treble staff</li> <li>• Know how to play these notes on an instrument with the correct technique</li> <li>• Rehearse their part by listening to the other parts also playing. Know when to start and stop</li> <li>• Lead a rehearsal</li> </ul>
<b>Improvisation</b>	<ul style="list-style-type: none"> <li>• Know the names of three well-known improvising musicians</li> <li>• Improvise using notes from the pentatonic scale (D, E, G, A, B)</li> </ul>
<b>Composing</b>	<ul style="list-style-type: none"> <li>• Know that a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</li> <li>• Recognise the connection between sound and symbol</li> <li>• Create simple melodies of up to 5 notes using different rhythms</li> <li>• Explain the structure of the melody</li> <li>• Record the composition using musical notation or symbols</li> </ul>
<b>Performance</b>	<ul style="list-style-type: none"> <li>• Plan and deliver a performance that communicates ideas and feelings through the music</li> <li>• Clearly articulate the words in the performance so the meaning can be understood</li> <li>• Discuss how the performance could be improved next time</li> </ul>

<b>Year 6</b>	
<b>Listen and Appraise</b>	<ul style="list-style-type: none"> <li>• Talk in detail about 3 songs of your own choice that have not been studied in school. Discuss the style indicators, lyrics, musical dimensions, and structure using the correct musical terms</li> <li>• Know how music can be shaped depending on the historical context at the time</li> <li>• Know and talk about that fact that we each have a musical identity and reflect on your own</li> <li>• Talk about how music makes you feel using musical terminology</li> </ul>
<b>Singing</b>	<ul style="list-style-type: none"> <li>• know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse</li> <li>• know about the style of the songs so you can represent the feeling and context to your audience</li> <li>• to know and explain the importance of warming up your voice</li> <li>• experience rapping and solo singing</li> <li>• perform with an awareness of how your part fits in with the overall group</li> </ul>
<b>Playing instruments</b>	<ul style="list-style-type: none"> <li>• Know the notes C, D, E, F, G, A, B when written on a treble staff</li> <li>• Know how to play these notes on an instrument with the correct technique</li> <li>• Know an increasing range of instruments, the sound they make and their families that they belong to e.g. wind, brass</li> </ul>
<b>Improvisation</b>	<ul style="list-style-type: none"> <li>• Know three well-known improvising musicians and comment on their musical style and technique</li> <li>• Improvise music based on the pentatonic scale</li> <li>• Evaluate the part that improvisation has to play in musical pieces</li> </ul>

Composing	<ul style="list-style-type: none"><li>• Create melodies using up to five different notes and rhythms that work musically with the style of the Unit song.</li><li>• Explain the keynote or home note and the structure of the melody.</li><li>• Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song</li></ul>
Performance	<ul style="list-style-type: none"><li>• Explain why it is important to perform together and how you can create a strong musical performance</li><li>• Play tuned and/or un-tuned instruments with further control and rhythmic accuracy</li><li>• Watch a recording and/or discuss the performance. Offer constructive comments about own and others' work and ways to improve; accept feedback and suggestions from others.</li></ul>