

## Music

### Year Group / Theme

### Knowledge

### Skills Progression

<u>Year Group / Theme</u>	<u>Knowledge</u>	<u>Skills Progression</u>
<u>Year 1</u>	<ul style="list-style-type: none"><li>• know how to say whether I like or dislike a piece of music.</li><li>• choose sounds to represent different things.</li></ul>	<ul style="list-style-type: none"><li>• use my voice to speak, sing and chant.</li><li>• use instruments to perform.</li><li>• clap short rhythmic patterns.</li><li>• make different sounds with my voice and with instruments.</li><li>• repeat short rhythmic and melodic patterns.</li><li>• make a sequence of sounds.</li><li>• respond to different moods in music.</li><li>• I know how to follow instructions about when to play and sing.</li></ul>
<u>Year 2</u>	<ul style="list-style-type: none"><li>• know how to improve my own work.</li></ul>	<ul style="list-style-type: none"><li>• sing and follow a melody.</li><li>• perform simple patterns and accompaniments keeping a steady pulse.</li><li>• play simple rhythmic patterns on an instrument.</li><li>• sing or clap increasing and decreasing tempo.</li><li>• order sounds to create a beginning, middle and an end.</li><li>• create music in response to different starting points.</li><li>• choose sounds which create an effect.</li><li>• use symbols to represent sounds.</li><li>• make connections between notations and musical sounds.</li></ul>

Year 3

- know how to use different elements in my composition.
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- know how to compose melodies and songs.
- know how to use musical words to describe a piece of music and compositions.
- know how to recognise the work of at least one famous composer.
- know how to improve my work; explaining how it has been improved.

- sing a tune with expression.
- play clear notes on instruments.
- create repeated patterns with different instruments.
- create accompaniments for tunes.
- combine different sounds to create a specific mood or feeling.

Year 4

- explain why silence is often needed in music and explain what effect it has.
- identify the character in a piece of music.
- identify and describe the different purposes of music.
- begin to identify the style of work of Beethoven, Mozart and Elgar.

- perform a simple part rhythmically.
- sing songs from memory with accurate pitch.
- improvise using repeated patterns.
- use notation to record and interpret sequences of pitches.
- use notation to record compositions in a small group or on my own.

<u>Year 5</u>	<ul style="list-style-type: none"> <li>• know how to choose the most appropriate tempo for a piece of music.</li> <li>• know how to describe, compare and evaluate music using musical vocabulary.</li> <li>• know how to explain why I think music is successful or unsuccessful.</li> <li>• know how to suggest improvement to my own work and that of others.</li> <li>• I know how to contrast the work of a famous composer with another, and explain my preferences.</li> </ul>	<ul style="list-style-type: none"> <li>• breathe in the correct place when singing.</li> <li>• maintain my part whilst others are performing their part.</li> <li>• improvise within a group using melodic and rhythmic phrases.</li> <li>• change sounds or organise them differently to change the effect.</li> <li>• compose music which meets specific criteria.</li> <li>• use notation to record groups of pitches (chords).</li> <li>• use my music diary to record aspects of the composition process.</li> </ul>
<u>Year 6</u>	<ul style="list-style-type: none"> <li>• purpose affects the way a piece of music is created.</li> <li>• analyse features within different pieces of music.</li> <li>• compare and contrast the impact that different composers from different times have had on people of that time.</li> </ul>	<ul style="list-style-type: none"> <li>• I know how to sing in harmony confidently and accurately.</li> <li>• perform parts from memory.</li> <li>• take the lead in a performance.</li> <li>• use a variety of different musical devices in my composition (including melody, rhythms and chords).</li> <li>• evaluate how the venue, occasion and</li> </ul>