

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

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