



# West Kirby Primary School Knowledge and Skills Progression

Subject area: Music

Knowledge & Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Controlling sounds through singing and playing (performing)</b>	<p>Take part in singing.</p> <p>Follow instructions on how and when to sing/play an instrument.</p> <p>Take notice of others when performing.</p> <p>Make and control long and short sounds (duration).</p> <p>Imitate changes in pitch- high and low.</p>	<p>Sing songs in ensemble following the tune (melody) well.</p> <p>Use voice to good effect understanding the importance of warming up first.</p> <p>Perform in ensemble with instructions from the leader.</p> <p>Make and control long and short sounds using voices and instruments, playing by ear and including simple improvisation (duration).</p>	<p>Sing songs from memory with accurate pitch and in tune.</p> <p>Show control in voice and pronounce the words in a song clearly (diction).</p> <p>Maintain a simple part within an ensemble.</p> <p>Play notes on instruments clearly and including steps/ leaps in pitch.</p> <p>Improvise (including call and response) within a group using 1 or 2 notes.</p>	<p>Sing in tune, breathe well, pronounce words, change pitch and dynamics.</p> <p>Sustain a rhythmic ostinato/ drone/ melodic ostinato (riff) (to accompany singing) on an instrument (tempo/ duration/ texture).</p> <p>Perform with control and awareness of what others are singing/ playing.</p> <p>Improvise within a group using more than 2 notes.</p>	<p>Show control, phrasing and expression in singing.</p> <p>Hold part in a round (pitch/structure).</p> <p>Perform in solo and ensemble contexts using a variety of techniques, confidently, expressively and in tune.</p> <p>Improvise on own with increasing aural memory.</p>	<p>Sing or play from memory with confidence.</p> <p>Take turns to lead a group.</p> <p>Maintain own part in a round/ sing a harmony/ play accurately with awareness of what others are playing.</p> <p>Play more complex instrumental parts.</p> <p>Improvise using 5 notes of the pentatonic scale.</p>
Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Creating and developing</b>	Make a sequence of	Carefully choose sounds to achieve an	Compose and perform melodies	Compose and perform melodies using three or	Compose and perform melodies	Compose and perform melodies using five or more

<b>musical ideas (composing)</b>	<p>long and short sounds with help (duration).</p> <p>Clap longer rhythms with help.</p> <p>Make different sounds (high and low-pitch; loud and quiet-dynamics; fast and slow-tempo; quality of the sound- smooth, crisp, scratchy, rattling, tinkling etc. – timbre).</p>	<p>effect (including use of ICT).</p> <p>Order sounds to create an effect (structure- beginnings/endings).</p> <p>Create short musical patterns.</p> <p>Create sequences of long and short sounds- rhythmic patterns (duration).</p> <p>Control playing instruments so they sound as they should.</p> <p>Use pitch changes to communicate an idea.</p> <p>Start to compose with two or three notes.</p>	<p>using two or three notes.</p> <p>Use sound to create abstract effects (including using ICT).</p> <p>Create/ improvise repeated patterns (ostinati) with a range of instruments.</p> <p>Effectively choose, order, combine and control sounds (texture/ structure).</p>	<p>four notes.</p> <p>Make creative use of the way sounds can be changed, organised and controlled (including ICT).</p> <p>Create accompaniments for tunes using drones or melodic ostinati (riffs).</p> <p>Create (dotted) rhythmic patterns with awareness of timbre and duration.</p>	<p>using four or five notes.</p> <p>Use a variety of different musical devices including melody, rhythms and chords.</p> <p>Record own compositions.</p> <p>Create own songs (raps- structure).</p> <p>Identify where to place emphasis and accents in a song to create effects (duration).</p>	<p>notes.</p> <p>Show confidence, thoughtfulness and imagination in selecting sounds and structures to convey an idea.</p> <p>Create music reflecting given intentions and record using standard notation.</p> <p>Use ICT to organise musical ideas (where appropriate).</p> <p>(Combine all musical dimensions).</p>
Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Responding and reviewing (appraising)</b>	<p>Hear the pulse in music.</p> <p>Hear different moods in</p>	<p>Identify the pulse in music.</p> <p>Recognise changes in timbre (sound quality- smooth, crisp, scratchy,</p>	<p>Internalise the pulse in music.</p> <p>Know the difference between pulse and rhythm.</p>	<p>Know how pulse stays the same but rhythm changes in a piece of music.</p> <p>Listen to several layers of sound (texture) and</p>	<p>Know how pulse, rhythm and pitch fit together.</p> <p>Use a range of words to describe music (eg. duration,</p>	<p>Know how the other dimensions of music are sprinkled through songs and pieces of music.</p> <p>Use musical vocabulary</p>

	<p>music.</p> <p>Identify texture– one sound or several sounds?</p> <p>Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.).</p>	<p>rattling, tinkling etc.), dynamics (loud and quiet), tempo (fast and slow) and pitch (high and low).</p> <p>Start to recognise different instruments.</p>	<p>Start to use musical dimensions vocabulary to describe music– duration, timbre, pitch, dynamics, tempo, texture, structure.</p> <p>Use these words to identify where music works well/ needs improving.</p>	<p>talk about the effect on mood and feelings.</p> <p>Use more musical dimensions vocabulary to describe music– duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony.</p> <p>Identify orchestral family timbres.</p> <p>Identify cyclic patterns.</p>	<p>timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, metre, silence, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo).</p> <p>Use these words to identify strengths and weaknesses in own and others' music.</p>	<p>confidently to describe music.</p> <p>Work out how harmonies are used and how drones and melodic ostinati (riffs) are used to accompany singing.</p> <p>Use knowledge of how lyrics reflect cultural context and have social meaning to enhance own compositions.</p> <p>Refine and improve own/ others' work.</p>
Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening and applying knowledge and understanding	<p>Listen for different types of sounds.</p> <p>Know how sounds are made and changed.</p> <p>Make sounds with a slight difference,</p>	<p>Listen carefully and recall short rhythmic and melodic patterns.</p> <p>Use changes in dynamics, timbre and pitch to organise music.</p> <p>Change sounds to suit a situation.</p>	<p>Use musical dimensions together to compose music.</p> <p>Know number of beats in a minim, crotchet, quaver and semibreve and recognise symbols (duration).</p> <p>Play with a sound-then-symbol</p>	<p>Combine sounds expressively (all dimensions).</p> <p>Read notes and know how many beats they represent (minim, crotchet, semibreve, quaver, dotted crotchet, rests).</p> <p>Know that sense of occasion affects</p>	<p>Create music with an understanding of how lyrics, melody, rhythms and accompaniments work together effectively (pitch/texture/structure).</p> <p>Read/ work out the musical stave (notes</p>	<p>Use increased aural memory to recall sounds accurately.</p> <p>Use knowledge of musical dimensions to know how to best combine them.</p> <p>Know and use standard musical notation to perform and record own music (adding dotted quavers).</p> <p>Use different venues and</p>

	<p>with help.</p> <p>Use voice in different ways to create different effects.</p>	<p>Make own sounds and symbols to make and record music.</p> <p>Start to look at basic formal notation-play by ear first.</p> <p>Know music can be played or listened to for a variety of purposes (in history/ different cultures).</p>	<p>approach.</p> <p>Use silence for effect and know symbol for a rest (duration).</p> <p>Describe different purposes of music in history/ other cultures.</p>	<p>performance.</p> <p>Describe different purposes of music in history/ other cultures.</p>	<p>as Year 4).</p> <p>Perform songs in a way that reflects the meaning of the words, the venue and sense of occasion so that the audience appreciates it.</p> <p>Describe different purposes of music in history/ other cultures.</p>	<p>occasions to vary performances.</p> <p>(Combining all musical dimensions).</p> <p>Describe different purposes of music in history/ other cultures.</p>
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