



MUSIC KNOWLEDGE AND SKILLS PROGRESSION OVERVIEW 2020-2021

Kingfisher Hall Academy

Ensuring our music is a force for positive change

Rationale

- Music readies children for learning across the curriculum;
- Music can improve memory by stimulating both hemispheres of the brain;
- Music has strong cross curricular links;
- Music correlates with improved progress in a range of other subjects;
- Music can be highly effective as a strategy for school improvement
- Music can participate to children's wellbeing and self-esteem;
- Children focus on the following:

EYFS and Year 1- Percussion instruments (class teacher)

Yr2 – Ocarina (class teacher)

Yr3 – recorders (Class teacher & Charanga)

Yr4 – Ukulele (External teacher EMS)

Yr5 – Voice (Young Voices, O2: Class teacher)

- Yr6 – Garage band (Class teacher, IT support)

Characteristics of Musicians

- An excellent knowledge and understanding of different kinds of music and the ability to use it to create original, imaginative, fluent and distinctive composing and performance work.
- A desire to embrace diverse range of musical activities, including giving precise written and verbal explanations, using musical terminology effectively, accurately and appropriately.
- A passion for singing, creating and composing music on their own and with others and an enthusiastic engagement in learning a musical instrument.
- The ability to listen to, perform, review and evaluate music across a range of historical periods, genres, styles and traditions, including works of the great composers and musicians.

Breadth of Study KS1

By the end of key stage 1, pupils are expected to know, apply and understand the matters, skills and processes specified below. They should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and un-tuned 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.

Breadth of Study KS2

Breadth of Study- KS2 By the end of key stage 2 pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. They should be taught to:

- play and perform in solo and ensemble contexts, using voices and musical instruments with increasing accuracy, fluency, control & 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

<u>Year 1</u>	Knowledge & Skills
Listen & Appraise	<ul style="list-style-type: none"> ➤ To listen to a range of music styles, commenting on what they like and don't like ➤ To begin to explore how music can affect emotions ➤ To choose sounds and instruments carefully ➤ To learn how they can enjoy moving to music ➤ Identify beat, rhythm, and tempo
Sing & Play	<ul style="list-style-type: none"> ➤ To know 5 songs by heart ➤ To know what the songs are about ➤ To know and recognize the sound and names of some instruments ➤ Use voice to create sounds - humming, whispers, clicks and whistles. ➤ Start and stop together on direction. ➤ Keep a steady beat and copy simple rhythm patterns.
Improvise & Compose	<ul style="list-style-type: none"> ➤ Improvise and compose music based on a theme ➤ Create a simple melody using one, two or three notes ➤ Create a simple sequence of long and short sounds. ➤ Create simple melodic and rhythmic pattern ➤ Begin to use symbols to represent
Perform	<ul style="list-style-type: none"> ➤ Take part in singing, trying to follow the melody. ➤ Follow simple instructions on how and when to sing or play an instrument (tuned and untuned) ➤ Make and control long and short sounds, using voice and instruments. ➤ Speaking chants and rhymes ➤ Record their performance and say how they feel about it ➤ Performing with a sense of beat.
Vocabulary	Verse, chorus, bridge, single, album, cover, demo, beat, tune, rhythm, loud, soft, quiet, notes, accompaniment, drone, instrument, triangle.

Year 2	Knowledge & Skills
Listen & Appraise	<ul style="list-style-type: none"> ➤ To listen to a range of music styles and explain why they do / do not like about it ➤ Make musical comparisons between more complex pieces ➤ To know and recognise the sound and names of some instruments ➤ Make connections about the feel of a piece of music ➤ Start to compare styles, instruments and volume ➤ To choose sounds and instruments carefully and make improvements to their own and others' work. ➤ Listen to and interpret music based on: - pitch-high and low, -beat and rhythm, -dynamics, tempo and timbre, Listen with concentration ➤ To learn how songs can tell a story or describe an idea. ➤ Use musical vocabulary to describe music
Singing & Playing	<ul style="list-style-type: none"> ➤ Follow simple instructions on how and when to sing or play an instrument (tuned and untuned) ➤ To learn how to play a range of tunes on an instrument – Ocarina ➤ To know the importance of warm up games for the voice ➤ To learn that we add high and low sounds, pitch, when we sing and play our instruments. ➤ To know that unison is everyone singing at the same time. ➤ Learn about voices singing notes of different pitches (high and low). ➤ Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). ➤ Learn to start and stop singing when following a leader. ➤ Listen to and follow musical instructions from a leader.
Improvise & Compose	<ul style="list-style-type: none"> ➤ Improvise and compose music based on a theme ➤ Create a simple sequence of long and short sounds. ➤ Create simple melodic and rhythmic pattern ➤ To create three simple melodies using one, three or five different notes. ➤ To learn how the notes of the composition can be written down and changed if necessary.
Perform	<ul style="list-style-type: none"> ➤ Take part in singing, trying to follow the melody accurately. ➤ Follow more complex instructions on how and when to sing or play an instrument. ➤ Make and control long and short sounds, using voice and instruments expressively. ➤ Add part within the ensemble ➤ Make and control long and short sounds, using voice and instruments. ➤ Use notation and symbols for representation to help with a performance ➤ To choose a song / music they have learnt and perform it. ➤ To add their ideas to the performance. ➤ To record the performance and say how they were feeling about it.
Vocabulary	Year 1 vocabulary + compose, symphony, opera, fanfare, orchestra, ensemble, solo, call and response, walking bass, lip syncing, hook, melody, harmony, unison, scale, pitch

Year 3	Knowledge & Skills
Listen & Appraise	<ul style="list-style-type: none"> ➤ To confidently identify and move to the pulse. ➤ To think about what the words of a song mean. ➤ To take it in turn to discuss how the song makes them feel. ➤ Listen carefully and respectfully to other people's thoughts about the music. ➤ Listen for and describe specific instrumentation of a piece ➤ To learn the style of five songs ➤ To begin to identify musical themes and how they might be represented by the 'feel' of the piece. ➤ To find the pulse, rhythm and pitch in music ➤ To begin to link music to its historical or geographical contexts.
Sing & Play	<ul style="list-style-type: none"> ➤ To sing in unison and in simple two-parts. ➤ To demonstrate a good singing posture. ➤ To follow a leader when singing. ➤ To sing with awareness of being 'in tune'. ➤ Play any one, or all of four, differentiated parts on a tuned instrument (a one-note, simple or medium part or the melody of the song) from memory or using notation. ➤ To listen to and follow musical instructions from a leader. ➤ To learn how to play a range of tunes on an instrument – Recorder
Improvise & Compose	<ul style="list-style-type: none"> ➤ Listen and copy back using instruments, two different notes. ➤ Using your instruments, listen and play your own answer using two different notes. ➤ Take it in turns to improvise using three different notes ➤ Help create at least one simple melody using one, three or five different notes. ➤ Plan and create a section of music that can be performed within the context and talk about how it was created. ➤ Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. ➤ Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). ➤ Improvise music around a given genre or theme.
Perform	<ul style="list-style-type: none"> ➤ To rehearse and perform their part within the context of the Unit song. ➤ To choose what to perform and create a programme. ➤ To communicate the meaning of the words and clearly articulate them. ➤ To talk about the best place to be when performing and how to stand or sit. ➤ To record the performance and say how they were feeling, what they were pleased with what they would change and why. ➤ Perform solo and in an ensemble, perhaps with some errors of time or pitch.
Vocabulary	KS1 vocabulary + cadence, coda, motif, concerto, sonata, mass, fast/slow, movement, jam, improvise, a cappella, dynamics, accent, octave, tone/semitone, crochet, quaver, sharp/flat, major / minor, key, chord, slur, semiquaver, semibreve, notation, stave/staff, clef

Year 4	Knowledge & Skills
Listen & Appraise	<ul style="list-style-type: none"> ➤ Listen to and evaluate recordings and live music ➤ To confidently identify and move to the pulse ➤ Develop aural memory, identify elements and purpose and composers ➤ Devise symbols and begin to use and read traditional notation ➤ Listen carefully and respectfully to other people's thoughts about the music. ➤ To listen to a range of artists and genres and compare styles of music. ➤ Consolidate year 3 work on notation and add semiquavers ➤ Listen for and describe specific instrumentation of a piece ➤ Identify themes between pieces of music and describe structure ➤ Link musical themes to historical and geographical structure
Sing & Play	<ul style="list-style-type: none"> ➤ To sing in unison and in simple two-parts. ➤ To demonstrate a good singing posture. ➤ To follow a leader when singing and exploring singing solo. ➤ To sing with awareness of being 'in tune'. ➤ To listen to the group when singing and rejoin the song if lost.
Improvise & Compose	<ul style="list-style-type: none"> ➤ Improvise and create rhythmic and melodic patterns, ostinato and accompaniments within more complex structures ➤ Use technology where appropriate ➤ To learn to play a tuned instrument - Ukulele ➤ Plan and create a section of music that can be performed within the context of the unit song. ➤ Talk about how it was created. ➤ Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. ➤ Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).
Perform	<ul style="list-style-type: none"> ➤ Use voices and instruments expressively ➤ Develop control & accuracy ➤ Perform solo and in an ensemble with few errors of time or pitch. ➤ To choose what to perform and create a programme. ➤ Present a musical performance designed to capture the audience. ➤ To communicate the meaning of the words and clearly articulate them. ➤ To talk about the best place to be when performing and how to stand or sit. ➤ To record the performance and say how they were feeling, what they were pleased with what they would change and why. ➤ Start to reproduce phrases and melodies by ear (on tuned instruments). ➤ Read and play at least 5 notes on an instrument (eg. ukulele) with greater accuracy and independence.
Vocabulary	KS1 and Year 3 vocabulary + tempo, suite, largo, allegro, Vivace, scherzo, cadenza, cantata, oratorio, chorale, tone, poem, piano forte, crescendo, diminuendo, notation, capo (for guitar), tag.

Year 5	Knowledge & Skills
Listen & Appraise	<ul style="list-style-type: none"> ➤ Recall the use of sounds from a range of pieces and compare their effect in those pieces. ➤ Make inferences from a piece of music ➤ Start to respond sensitively to other people's musical tastes ➤ Listen to a range of genres and artists and comment and compare using appropriate musical vocabulary ➤ To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences and dimensions ➤ Listen carefully and respectfully to other people's thoughts about the music. ➤ Talk about the music and how it makes you feel.
Sing & Play	<ul style="list-style-type: none"> ➤ To sing in unison and to sing backing vocals. ➤ To demonstrate a good singing posture. ➤ To follow a leader when singing. ➤ To experience rapping and solo singing. ➤ To listen to each other and be aware of how you fit into the group. ➤ To sing with awareness of being 'in tune'. ➤ To use the instrument as a voice – Young Voices ➤ Play a musical instrument with the correct technique ➤ Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.
Improvise & Compose	<ul style="list-style-type: none"> ➤ To rehearse and perform their part within the context of the Unit song. ➤ To listen to and follow musical instructions from a leader. ➤ To lead a rehearsal session. ➤ Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. ➤ Explain the keynote or home note and the structure of the melody. ➤ Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. ➤ Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).
Perform	<ul style="list-style-type: none"> ➤ To perform a range of songs in a wider context –Young Voices ➤ To choose what to perform and create a programme. ➤ To communicate the meaning of the words and clearly articulate them. ➤ To talk about the venue and how to use it to best effect. ➤ To record the performance and compare it to a previous performance. ➤ To discuss and talk musically about it – “What went well?” and “It would have been even better if...?” ➤ Reproduce phrases and melodies by ear, with increasing accuracy and confidence.
Vocabulary	KS1 & LKS2 + dissonance, discordant, resolution, minuet and trio, gavotte, staccato, legato, slur, pianissimo, fortissimo, mezzo forte / piano, sharp / flat, contemporary, subsequent, atonal

Year 6	Knowledge & Skills
Listen & Appraise	<ul style="list-style-type: none"> ➤ Listen to and evaluate recordings and live music ➤ Develop aural memory; identify elements and purpose ➤ Place the music in its historical and geographical context. ➤ Become familiar with well-known composers and artists ➤ Identify different ensemble combinations and instruments heard and their role within the ensemble (eg ostinato; melody). ➤ Describe and give opinions of the music heard with confident use of an extended range of musical terminology. ➤ Listen to music of differing genres (eg jazz, classical, blues) and compare and contrast the different styles. ➤ Discuss ways to improve the composition of others using musical dimensions as a guide.
Sing & Play	<ul style="list-style-type: none"> ➤ Use voices and instruments expressively ➤ Develop control and accuracy ➤ play solo, in ensembles and in parts ➤ Sing in tune and playing rhythmically ➤ Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.
Improvise & Compose	<ul style="list-style-type: none"> ➤ Represent sounds on a graphic score with symbols for group performance with an awareness of balance, tempo and dynamics ➤ Improvise with confidence and an awareness of rhythm, context and purpose. ➤ Compose, using standard music notation, to prepare a solo or ensemble performance. ➤ Group soundscape composition with instruments and vocals and a conductor. ➤ Compose four bars of music using up to 5 notes with an understanding of note value and time signature and melody. ➤ Staff notation: recognise notes on the stave and note values of semiquaver, quaver, crotchet, minim and semibreve. ➤ Improvise, develop and create longer musical structures for a variety of purposes, including lyric writing, showing an awareness of melody, rhythm, texture, timbre and dynamics ➤ Compose, using standard music notation, to prepare a solo or ensemble performance ➤ Using software to edit music and other audio with increasing sophistication. – Garage Band ➤ Constructively critique their peers' compositions, and help bring about the improvements
Perform	<ul style="list-style-type: none"> ➤ Perform with fluency, control and expression, and with sensitivity, with very few errors ➤ Confidently perform part songs and canons with control, expression, phrasing and dynamics. ➤ Play percussion instruments with an understanding of pitch, 2, 3 and 4 metre and syncopated rhythms. ➤ Accurately maintain an independent part within a group in both instrumental and vocal performance. ➤ Perform with control, dynamics and awareness of others.
Vocabulary	KS1 & Yrs 3-5 + glissando, syncopation, hemiola, antiphony, anticipation, downbeat, upbeat, off-beat, cross-rhythm, swing, simultaneous, medieval, renaissance, baroque, classical, romantic, euphonium.