



MUSIC KNOWLEDGE & SKILLS PROGRESSION - PLAYING & COMPOSING

"Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything." ~ Plato



EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -use their voices expressively and creatively by singing songs and speaking chants & rhymes -play tuned and untuned 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. 		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and 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. 			
	<p>I can listen to musical instructions and act on them.</p> <p>I can play a short musical pattern on tuned / untuned instruments, keeping a steady pulse. Perform a simple rhythm part using topic words.</p> <p>I can explore sounds and think about how to play my instrument in different ways.</p> <p>Begin to select appropriate sounds for different purposes.</p> <p>I can clap, tap, click my fingers and play percussion in time with the pulse and rhythm of music.</p> <p>I can create sounds and put them together.</p> <p>I can recognise then change sounds and put them into patterns.</p> <p>I can draw shapes to show the sounds I have made.</p> <p>I can improvise clapping rhythms.</p> <p>I can improve my own work.</p> <p>Year 1 - percussion Year 2 - Djembe drums</p>	<p>I am able to follow a notated rhythm and use a rhythm chart with crochets, quavers and rests.</p> <p>I can respond to musical instructions and give musical instructions to my group.</p> <p>I can play a short repeating musical pattern on tuned instruments, keeping a steady pulse.</p> <p>I can explore sounds and put them together to create a piece with a beginning, middle and end, trying to create different moods.</p> <p>I can use a small range of notes to perform a simple rhythm part.</p> <p>I can try and create a mood or a theme within my music.</p> <p>I can talk about my music in terms of tempo, dynamics, structure, pitch, rhythm and pulse.</p> <p>I can use symbols to show the sounds I have created.</p> <p>I can evaluate and improve my own work, talking about the effect I want to create.</p> <p>I can improvise rhythms using clapping and instruments that you are learning.</p> <p>Year 3 - Glockenspiels Year 4 - recorders</p>	<p>I can listen with attention to detail and perform a part by ear.</p> <p>I can make up a short rhythm on the spot (improvise) as part of my group's performance, using body percussion or instruments.</p> <p>I can compose musical patterns using rhythm and melody, develop my ideas and organise them into a structure for example beginning, middle and end, building up layers of sound.</p> <p>I can perform my part in time within a group piece, and I am aware of the other parts (playing/singing).</p> <p>I can understand how to use a rhythm chart or standard musical staves in conjunction with crotchets, quavers, minims and rests; and play pieces of music using it.</p> <p>I can write down my piece of music using basic notation, on a stave.</p> <p>I can talk about how I have achieved the effects I wanted the music to create and how effects have been created in the music of others.</p> <p>I can improve my work from self-evaluation and my peer's feedback. I can use ICT software to compose music.</p> <p>Year 5 - Ukuleles Year 6 - Steel pans</p>			