

## Great Sankey Primary: Music - Progression of Knowledge and Skills

	Pupils at the end of Y2	Pupils at the end of Year 4	Pupils at the end of Year 6
<p>There are four main strands within music: 1. To Perform 2. To Compose 3. To Transcribe 4. To Listen and Appraise            Within each of these are knowledge and skills that should be achievable at the end of KS1, LKS2 and UKS2.</p>			
<b>To Perform</b>	<ul style="list-style-type: none"> <li>• Take part in singing, accurately following the melody.</li> <li>• Follow instructions on how and when to sing or play an instrument.</li> <li>• Make and control long and short sounds, using voice and instruments.</li> <li>• Use their voices expressively by singing songs and speaking chants and rhymes.</li> <li>• Play tuned and un-tuned instruments musically.</li> <li>•• Imitate changes in pitch.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing from memory with accurate pitch.</li> <li>• Sing in tune.</li> <li>• Maintain a simple part within a group.</li> <li>• Pronounce words within a song clearly.</li> <li>• Show control of voice.</li> <li>• Play notes on an instrument with care so that they are clear.</li> <li>• Perform with control and awareness of others.</li> <li>• To know how to use different tuned and un-tuned percussion instruments accurately.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing or play from memory confidently.</li> <li>• Perform solos or as part of an ensemble.</li> <li>• Sing or play expressively and in tune.</li> <li>• Hold a part within a round.</li> <li>• Sing a harmony part confidently and accurately.</li> <li>• Sustain a drone or a melodic ostinato (repeated rhythm) to accompany singing.</li> <li>• Perform with controlled breathing (voice) and skilful playing (instrument).</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• To know some songs off by heart.</li> <li>• To know what songs are about.</li> <li>• To know that songs have a musical style.</li> <li>• To know that rhythms are different from a steady pulse.</li> <li>• To know that high or low sounds (pitch) can be changed when we sing/play instruments.</li> </ul>	<ul style="list-style-type: none"> <li>• To know how to sing in tune.</li> <li>• To know how to maintain a simple part in a group.</li> <li>• To know that pronunciation and diction are very important when singing.</li> <li>• To know how to control your voice with dynamics when singing.</li> <li>• To know how to hold a beater correctly when playing a glockenspiel.</li> <li>• To know the instruments used in class (glockenspiel, recorder or xylophone).</li> <li>• To name some other instruments that might be played in a band or orchestra.</li> <li>• To know how to perform with control and know that the performance has been planned.</li> <li>• To know that a performance can be a special occasion and can involve an audience even people</li> </ul>	<ul style="list-style-type: none"> <li>• To know how to perform from memory.</li> <li>• To know how to perform as a solo or part of an ensemble.</li> <li>• To know how to perform with expression and in tune.</li> <li>• To know whether something is in tune or not.</li> <li>• To know how to control your voice using dynamics.</li> <li>• To know that pronunciation and diction are very important within singing.</li> <li>• To know how to perform from memory.</li> <li>• To know how to sustain a drone or ostinato.</li> <li>• To know how to perform with control as part of a small ensemble and with confidence.</li> <li>• To know how to use different tuned and un-tuned percussion instruments accurately.</li> <li>• To know how to perform with controlled breathing and with skilful playing.</li> <li>• To know that everything that is to be performed must be</li> </ul>

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		you don't know.	planned and learned. <ul style="list-style-type: none"> <li>To know that a performance involves communication ideas, thoughts and feeling about the song/music.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>To sing notes of different pitches (high/low)</li> <li>To make different types of sounds with their voices.</li> <li>To start/stop when following a leader.</li> <li>To treat instruments with care and respect.</li> <li>To play a tuned instrumental part that matches their musical challenge and play in time with the steady pulse.</li> <li>To learn how to enjoy moving to music by dancing, marching, being animals or pop stars.</li> <li>To record and perform and say how they feel about it.</li> </ul>	<ul style="list-style-type: none"> <li>To play and perform in solo and ensemble context using voice and playing instruments.</li> <li>To treat instruments with care and respect.</li> <li>When singing or playing to do so with increasing accuracy, control and expression.</li> <li>To listen with attention to detail and recall sounds with increasing aural memory.</li> <li>To listen to and follow musical instructions from a leader.</li> <li>To experience leading the playing by making sure everyone plays in the playing section of the song.</li> <li>To choose what to perform and create a programme.</li> <li>To record the performance saying how they were feeling and what they liked or would change and why.</li> </ul>	<ul style="list-style-type: none"> <li>To play and perform as a solo and ensemble using voice and playing instruments with increasing accuracy control and expression.</li> <li>To use and understand the basics of the stave and other musical notations when performing.</li> <li>To choose what to perform and create a programme.</li> <li>To record a performance and compare it to a previous performance.</li> <li>To discuss and talk musically about what went well and how it could have been better if...?</li> </ul>
<b>To Compose</b>	<ul style="list-style-type: none"> <li>Create a sequence of long and short sounds.</li> <li>Clap rhythms.</li> <li>Create a mixture of different sounds (long and short, loud and quiet, high and low).</li> <li>Choose sounds to create an effect.</li> <li>Sequence sounds to create an overall effect.</li> <li>Create short, musical patterns and rhythmic phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Compose and perform melodic songs.</li> <li>Use sound to create abstract effects.</li> <li>Create repeated patterns with a range of instruments.</li> <li>Create accompaniments for tunes.</li> <li>Use drones as accompaniments.</li> <li>Choose, order, combine and control sounds to create an effect.</li> <li>Use digital technologies to compose pieces of music.</li> </ul>	<ul style="list-style-type: none"> <li>Create songs with verses and a chorus.</li> <li>Create rhythmic patterns with an awareness of timbre and duration.</li> <li>Combine a variety of musical devices, including melody, rhythm and chords.</li> <li>Thoughtfully select elements for a piece in order to gain a defined effect.</li> <li>Use drones and melodic ostinati (based on the pentatonic scale).</li> <li>Convey the relationship between the lyrics and the melody.</li> <li>Use digital technologies to compose, edit and refine pieces of music.</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>To improvise and make up their own tune.</li> <li>To know that composing is writing a story with music.</li> </ul>	<ul style="list-style-type: none"> <li>To know that composing is writing down and creating music that you or others can play in either picture form or notations.</li> <li>To know the different ways of recording such as letter note names, symbols, audio)</li> </ul>	<ul style="list-style-type: none"> <li>To know that a composition is music that is created by you and kept in some way. It's like a story that can be played or performed again and again.</li> <li>To know that a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and</li> </ul>

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<b>Skills</b>	<ul style="list-style-type: none"> <li>To create a simple melody.</li> <li>To know how the notes can be written down and changed.</li> </ul>	<ul style="list-style-type: none"> <li>To improvise and compose music using the interrelated dimensions of music separately and in combination.</li> <li>To use and understand the basics of the staff and other musical notations.</li> <li>To help create at least one simple melody using one, three or five different notes.</li> <li>Make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>Record the composition that recognises the connection between sound and symbol (graphic/pictorial notation).</li> </ul>	<ul style="list-style-type: none"> <li>To create simple melodies using up to five different notes and simple rhythms that work musically with the style of the song.</li> <li>To listen to and make musical decisions about how the melody connects with the song.</li> <li>Record the composition that recognises the connection between sound and symbol (graphic/pictorial notation).</li> <li>To improvise and compose music using the inter-related dimensions of music separately and in combination.</li> <li>To use and understand the basics of the staff and other musical notations.</li> </ul>
<b>To Transcribe</b>	<ul style="list-style-type: none"> <li>Use symbols to represent a composition and use them to help with a performance.</li> </ul>	<ul style="list-style-type: none"> <li>Devise non-standard symbols to indicate when to play and rest.</li> <li>Recognise the notes EGBDF and FACE on the musical staff.</li> <li>Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</li> </ul>	<ul style="list-style-type: none"> <li>Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</li> <li>Read and create notes on the musical staff.</li> <li>Understand the purpose of the treble and bass clefs and use them in transcribing compositions.</li> <li>Understand and use the # (sharp) and b (flat) symbols.</li> <li>Use and understand simple time signatures.</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>To know the names of the notes in their instrumental part from memory or when written down.</li> </ul>	<ul style="list-style-type: none"> <li>To know how to create and read a graphic score.</li> <li>To know how to use non-standard symbols when composing your own music.</li> </ul>	<ul style="list-style-type: none"> <li>To know how to use standard musical notation.</li> <li>To know how to read and create notes on a musical staff.</li> <li>To know that there are treble and bass clefs.</li> <li>To know how to compose in the treble clef.</li> <li>To know and understand simple time signatures such as 3/4 and 4/4.</li> </ul>

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<b>Skills</b>	<ul style="list-style-type: none"> <li>• To create a simple melody.</li> <li>• Know how the notes can be written down and changed.</li> </ul>	<ul style="list-style-type: none"> <li>• To use and understand the basics of the musical staff and other musical notations.</li> <li>• To recognise the notes EGBDF and FACE on the musical staff.</li> <li>• To recognise the symbols for a minim, crotchet, and semibreve and say how many beats they represent.</li> </ul>	<ul style="list-style-type: none"> <li>• To use the non-standard symbols when composing own music.</li> <li>• To recognise the notes and their names on a staff.</li> <li>• To know the symbols for minim, crotchet and semibreve and say how many beats they represent.</li> </ul>															
<b>Listen &amp; Appraise (To Describe Music)</b>	<ul style="list-style-type: none"> <li>• Identify the beat of a tune.</li> <li>• Recognise changes in timbre, dynamics and pitch.</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</li> <li>• Evaluate music using musical vocabulary to identify areas of likes and dislikes.</li> <li>• Understand layers of sounds and discuss their effect on mood and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a wide range of musical vocabulary.</li> </ul> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>pitch</td> <td>dynamics</td> <td>tempo</td> </tr> <tr> <td>timbre</td> <td>texture</td> <td>lyrics and melody</td> </tr> <tr> <td>sense of occasion</td> <td>expressive</td> <td>solo</td> </tr> <tr> <td>rounds</td> <td>harmonies</td> <td>accompaniments</td> </tr> <tr> <td>drones</td> <td>cyclic patterns</td> <td>combinations</td> </tr> </table> <ul style="list-style-type: none"> <li>• Describe how lyrics often reflect the cultural context of music and have social meaning.</li> </ul>	pitch	dynamics	tempo	timbre	texture	lyrics and melody	sense of occasion	expressive	solo	rounds	harmonies	accompaniments	drones	cyclic patterns	combinations
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<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• To know and recognise the sound and names of some of the instruments they use.</li> <li>• To know the names of the instruments they are playing - tuned and percussion.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that a composer makes music.</li> <li>• To know how music is used to create different moods.</li> <li>• To know some songs from memory and who sang or wrote them.</li> <li>• To know and use the interrelated dimensions of music (duration, timbre, pitch, beat, tempo, texture and use of silence to describe music).</li> <li>• To know and name the main sections of the song (introduction, verse, chorus).</li> </ul>	<ul style="list-style-type: none"> <li>• To know about the role of a composer.</li> <li>• To know some songs from memory and who sang or wrote them.</li> <li>• To know the style of the songs and to name other songs in the same style.</li> <li>• To know and use the interrelated dimensions of music (duration, timbre, pitch, beat, tempo, texture and use of silence to describe music).</li> <li>• To know and name the main sections of the song (introduction, verse, chorus).</li> <li>• To be able to talk about the lyrics of a song.</li> </ul>															

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		<ul style="list-style-type: none"> <li>• To be able to talk about the lyrics of a song.</li> <li>• To name some of the instruments being played.</li> <li>• To know that a composer makes music.</li> <li>• To name some famous composers.</li> </ul>	<ul style="list-style-type: none"> <li>• To name some of the instruments being played.</li> <li>• To know the historical context of the songs. What else was going on at this time, musically and historically.</li> <li>• To know and talk about the fact that we each have a musical identity.</li> <li>• To know the names of some famous composers.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• To find the pulse.</li> <li>• To listen to a rhythm and copy it.</li> <li>• To listen to a piece of music and say why they like/dislike it.</li> <li>• To be able to listen to a range of musical styles including live bands and name some instruments and evaluate the piece of music.</li> </ul>	<ul style="list-style-type: none"> <li>• To appreciate and understand a wide range of high-quality musical songs and performances, using musical words when talking.</li> <li>• To confidently identify and move to the pulse.</li> <li>• To think about what the words of a song mean.</li> <li>• To take turns to discuss how the song makes them feel and listen carefully, respecting other people's thoughts.</li> <li>• To develop an understanding of the history of music.</li> <li>• To recognise some of the great composers of the past and present day.</li> </ul>	<ul style="list-style-type: none"> <li>• To appreciate and understand a wide range of high-quality live and recorded music.</li> <li>• To listen with attention to detail - music from different traditions and from great musicians and composers.</li> <li>• To confidently identify and move to the pulse with ease.</li> <li>• To think about the message of the songs.</li> <li>• To compare two songs in the same style, talking about what stands out musically in each of them, similarities and differences.</li> <li>• To listen carefully and respectfully to other people's thoughts about the music.</li> <li>• To use musical words when talking about songs.</li> <li>• To talk about the music and how it makes you feel, using musical language to describe the music.</li> <li>• To recognise some of the great composers of the past and present day.</li> <li>• To have a deeper understanding of the history of music.</li> </ul>