

PROGRESSION OF DISCIPLINARY KNOWLEDGE – Music

Perform

(controlling sound, using a range of instruments, considering audience)

FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Sing familiar songs and nursery rhymes. Speak chants / rhymes using voice expressively and creatively</p> <p>Sing as a class / group / individually increasingly matching the pitch and following the melody.</p> <p>Perform songs to members of their class / across Key Stage /parents and encourage singing in time / to a steady beat by using actions / knee tapping etc</p>	<p>Use voices in different ways such as speaking, singing and chanting.</p> <p>To create and choose sounds. To perform simple rhythmical patterns, beginning to show an awareness of pulse.</p> <p>Perform songs with others, and – when appropriate – try to move in time with music.</p> <p>To explore different sound sources through performing.</p>	<p>Use voices expressively and creatively. To sing with the sense of shape of the melody.</p> <p>To create and choose sounds for a specific effect. To perform rhythmical patterns and accompaniments, keeping a steady pulse.</p> <p>To be aware of an audience while performing.</p> <p>Perform together and follow instructions that combine musical elements.</p>	<p>To sing in unison, becoming aware of pitch.</p> <p>To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes.</p> <p>To think what an audience may enjoy prior to performing.</p> <p>To order sounds to help create an effect.</p>	<p>To sing in unison maintaining the correct pitch and using increasing expression.</p> <p>To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics.</p> <p>To think about fellow performers, as well as the audience, while performing.</p> <p>To perform with an awareness of the effect of several layers of sound.</p>	<p>To sing in unison with clear diction, controlled pitch and sense of phrase.</p> <p>To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression.</p> <p>To maintain my own part and be aware how the different parts fit together.</p> <p>Improvise melodic and rhythmic phases as part of a group performance.</p>	<p>To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase.</p> <p>To play and perform with accuracy, fluency, control and expression.</p> <p>To think about the audience when performing and how to create a specific effect.</p> <p>Improvise melodic and rhythmic material within given structures.</p>

Compose (developing musical ideas, recording music)

FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Encourage children to experiment with voice / body percussion as well as percussion instruments. Explore ways of changing sounds.</p> <p>Encourage children to copy loud / quiet, fast / slow, long / short, high / low sounds and then develop their ideas to create, select and combine sounds of their own.</p> <p>Use pictures / symbols to represent different instruments and types of sounds.</p>	<p>To know about and experiment with sounds.</p> <p>To recognise and explore how sounds can be organised. To identify and organise sounds using simple criteria e.g. loud, soft, high low.</p> <p>Perform long and short sounds in response to symbols.</p>	<p>Repeat short rhythmic and melodic patterns.</p> <p>To begin to explore and choose and order sounds using the inter-related dimensions of music.</p> <p>Pupils record their own ideas in notation, using their own symbols for a score.</p>	<p>To create simple rhythmical patterns that use a small range of notes.</p> <p>To begin to join simple layers of sound, e.g. a background rhythm and a solo melody.</p> <p>Create short musical patterns incorporating dynamics (long and short sequences and rhythmic phrases).</p> <p>Perform long and short sounds in response to symbols from notation.</p>	<p>To create rhythmical and simple melodic patterns using an increased number of notes.</p> <p>To join layers of sound, thinking about musical dynamics of each layer and understanding the effect.</p> <p>To explore the way sounds can be combined and used expressively.</p> <p>Use staff and/or musical notation when composing work.</p>	<p>To create increasingly complicated rhythmic patterns.</p> <p>To create increasingly complicated melodic phrases within given structures.</p> <p>To select appropriate musical features befitting different venues and occasions.</p> <p>Perform an independent part, whilst reading simple musical notation, keeping to a steady beat.</p>	<p>To create and improvise melodic and rhythmic phrases as part of a group performance</p> <p>To compose by developing ideas within a range of given musical structures.</p> <p>Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition.</p> <p>Use a variety of notation when performing and composing.</p>

Listen & Appraise

(reflect, evaluate, compare, consider, form opinions)

FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Listen attentively, move to and talk about music, Expressing their feelings and responses.</p> <p>Discuss changes and patterns within a piece of music.</p> <p>Introduce children to different kinds of music from across the globe, including traditional and folk music from Britain.</p>	<p>To talk about how music makes you feel or want to move. E.g. it makes me want to jump/sleep/shout etc.</p> <p>To think about and make simple suggestions about what could make their own work better. E.g: play faster or louder.</p> <p>Reflect on music and say how it makes people feel, act and move.</p>	<p>To respond to different moods in music and explain thinking about changes in sound.</p> <p>To identify what improvements could be made to own work and make these changes, including altering use of voice, playing of and choice of instruments.</p> <p>To explore different sound sources and suggest points of inspiration to the composer.</p>	<p>To explore and comment on the ways sounds can be used expressively.</p> <p>To comment on the effectiveness of own work, identifying and making improvements.</p> <p>Comment on likes and dislikes on listening to music, referring to musical terminology: (dynamics - quiet and loud, pitch - high and low, timbre - hard and soft, tempo - fast and slow).</p>	<p>To recognise and explore the ways sounds can be combined and used expressively and comment on this effect.</p> <p>To comment on the effectiveness of own work, identifying and making improvements based on its intended outcome.</p> <p>To notice, analyse and explore the way sounds can be combined and used expressively.</p>	<p>To describe, compare and evaluate different types of music beginning to use musical words.</p> <p>To comment on the success of own and others work, suggesting improvements based on intended outcomes.</p> <p>Explain and evaluate how musical elements, features and styles can be used together to compose music.</p>	<p>To describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music.</p> <p>To evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.</p> <p>Notice and explore how music reflects time, place and culture.</p>

