



Pirbright Village Primary School

Progression of Knowledge & Skills in MUSIC

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| Subject Intent | We strive to develop young musicians who have an appreciation of a range of musical genres, a knowledge of composition techniques and a range of musical skills , which will provide the foundations for and nurture a love for music. | |
| National Curriculum KS1 | | National Curriculum KS2 |
| <ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and 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. | | <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 • Use and understand staff and other musical notations • Improvise and compose music for a range of purposes using the interrelated dimensions of music • Listen with attention to detail and recall sounds with increasing aural memory • 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. |
| Progression of Skills | | |
| Year 1 | <ul style="list-style-type: none"> • I can sing songs and speak chants and rhymes • I can use my voice creatively • I can play tuned and untuned instruments • I can listen to music (live and recorded) • I can select different instruments to make different sounds • I can explore different sounds • I can combine sounds for a purpose | |
| Year 2 | <ul style="list-style-type: none"> • I can sing songs and speak chants and rhymes • I can use my voice expressively and creatively • I can play tuned and untuned instruments musically • I can concentrate when listening to music (live and recorded) • I can select the right instrument to make the right sounds • I can experiment with different sounds • I can create and combine sounds using the inter-related dimensions of music | |
| Year 3 | <ul style="list-style-type: none"> • I can play tuned instruments on my own • I can show good singing posture and follow a leader when singing | |

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| | <ul style="list-style-type: none"> • I can hold and control how I play a tuned or untuned instrument • I can create a piece of music for a given purpose • I can name and use some of the inter-related dimensions of music • I can listen to a range of sounds and begin to recall them • I begin to recognise basic formal notation on a staff • I can experience different musical genres and composers from around the world (live and recorded) • I can begin to identify historical musical elements and discuss them |
| Year 4 | <ul style="list-style-type: none"> • I can play tuned instruments and perform in solo • I can sing in tune and use the pulse of the music to keep time • I can play a tuned or untuned instrument accurately and with control • I can create and mark make a section of music for given purposes • I can name and begin to use the inter-related dimensions of music • I can listen critically to a range of sounds and recall them • I follow formal notation on a staff to change pitch or duration • I can experience and appraise different musical genres and composers from around the world (live and recorded) • I can identify historical musical elements and discuss them |
| Year 5 | <ul style="list-style-type: none"> • I can play tuned instruments and perform in solo and work together to combine sounds in a group • I can sing and perform in groups and in parts • I can play a tuned or untuned instrument accurately, fluently and with control • I can create a section of music using the inter-related dimensions of music for a given purpose both formally and informally • I can name and use the inter-related dimensions of music and begin to include them when I play and perform • I can listen critically to and recall sounds with aural memory • I identify a time signature and write formal notations on a staff for composing • I can begin to identify different musical genres and composers (live and recorded) • I can critically identify historical musical genres and discuss them |
| Year 6 | <ul style="list-style-type: none"> • I can play tuned instruments and perform in solo or as part • I can sing and perform in solo or as part of an ensemble • I can play a tuned or untuned instrument accurately, fluently and with control and expression • I can compose music for a range of purposes formally • I can use the inter-related dimensions of music to perform and compose • I can listen to and recall sounds with aural memory and recreate • I read examples of formal notation to play an instrument and write them for composition • I can begin to identify different musical genres and composers (live and recorded) • I can critically identify and compare historical musical elements and discuss them |
| EYFS | |
| <ul style="list-style-type: none"> • To move to music by dancing, marching and being animals. | |

- To know some nursery rhymes off by heart.
- To perform nursery rhymes by singing and adding actions or dance.
- To know that the words of songs can tell stories and paint a picture.
- To know that a performance is sharing music.
- To know that music has a steady pulse and to move to it in a variety of ways.
- To know that the rhythm is long and short sounds that happen over the pulse
- To know that rhythm changes while the pulse remains the same.

EYFS

| Autumn | Spring | Summer |
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| <ul style="list-style-type: none"> •To sing songs from memory, paying attention to basic patterns •To play the notes C, E and G on the glockenspiel and keyboard •To play musical notes in a simple pattern | <ul style="list-style-type: none"> •To find the pulse and play or sing in time •To play instruments in unison for an audience •To create a melody based on a theme | <ul style="list-style-type: none"> • To know 3 facts about funk music • To listen with understanding to funk music and comment on the style • To create and perform a simple 3-note melody |

Year 1

| Autumn | Spring | Summer |
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| Earth, Wind & Fire | Far, Far Away | Nurturing Nature |
| <ul style="list-style-type: none"> • To identify and play the notes C, D and E on the glockenspiel and keyboard • To compose using informal written symbols • To name 3 different genres of music | <ul style="list-style-type: none"> • To combine sounds to create a composition • To improvise a simple melody in response to a stimulus • To perform a simple piece of music with musicality | <ul style="list-style-type: none"> • To create and play simple repeating patterns called rhythms • To read and write symbols on a page to represent sounds and duration • To listen to a piece of music to identify key instruments or sounds |

Year 2

| Autumn | Spring | Summer |
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| Passports to the World | Living, Dead and Never Been Alive | Victorians |
| <ul style="list-style-type: none"> • To listen with intent to identify pitch, pulse and instruments in different musical genres • To identify the main sections of a song to perform them • To play the glockenspiel as a piece of tuned percussion | <ul style="list-style-type: none"> • To know how to hold a recorder correctly and look after it • To learn to play the notes B, A and G on the recorder • To compose a simple melody for the recorder | <ul style="list-style-type: none"> • To participate in small group performances with musicality • To improvise and compose simple melodies to accompany a piece of music • To explore pitch and duration using a range of instruments, including the keys, recorder and glockenspiel |

Year 3

| Autumn | Spring | Summer |
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| Clubs and Cavemen | Exhilarating Egyptians | Engaging Environment |
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| <ul style="list-style-type: none"> To identify the four main sections of the orchestra To identify the notes C, D, E, F and high C on the treble staves To appraise pieces of music to inform my own compositions on the glockenspiel To sing in unison and parts as part of a performance | <ul style="list-style-type: none"> To identify note values including crotchet, crotchet rest and minim To know how to hold and play the djembe To participate in ensemble call and response pieces on the djembe To compose a simple score for the djembe | <ul style="list-style-type: none"> To know how to hold and play a Ukulele. To know where to position each note within the octave on a treble stave. To know how to pick and strum on a ukulele To use the ukulele to accompany singing as part of a performance To read simple formal notation for pitch and duration To name at least 2 different periods of musical history, including one fact about them |
| Year 4 | | |
| Autumn | Spring | Summer |
| Extreme Earth | Myths and Legends/Animals | Italy! |
| <ul style="list-style-type: none"> To recognise how music is structured and identify key musical elements such as tempo, dynamics and pulse. To read and understand simple musical notation, including named notes on the stave. To play notes accurately on instruments such as the glockenspiel and keyboard, and to use a keyboard to create and imitate different sounds. | <ul style="list-style-type: none"> To listen with understanding to soul and gospel music and comment on the structure of the instrumental elements To understand how music can be organised into bars of four beats and to write simple compositions using formal notation on a treble stave. To play the root notes with accurate finger positions for the chords C and G on a keyboard. | <ul style="list-style-type: none"> To know that music can be inspired by historical and political events To create and invent rhythmic and melodic patterns using learned notes for improvisation To understand how musical dimensions (such as rhythm and melody) work together in a song To identify key features which show the developmental changes of musical instruments over time |
| Year 5 | | |
| Autumn | Spring | Summer |
| To Infinity and Beyond & In Your Imagination | Journey Around the World & Diversity & Life Explorers | Raiders & Invaders |
| <ul style="list-style-type: none"> To understand the role of improvisation in jazz music To improvise in the genres of jazz and rock To explore jazz and rock elements on a range of tuned and untuned instruments | <ul style="list-style-type: none"> To listen to and compare the genres of hip-hop and classical pop ballads – identifying key differences in instruments, tempo and dynamics | <ul style="list-style-type: none"> To explore timbre and dynamics from historical musical periods To improvise and compose short pieces based on the musical influence of Mowtown |

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| | <ul style="list-style-type: none"> To read and write simple formal notation confidently using the C major scale and note durations To perform across a range of tuned and untuned instruments in solo and unison | <ul style="list-style-type: none"> To sing and play using musicality to perform |
| Year 6 | | |
| Autumn | Spring | Summer |
| To Be A Child In WWII | Marvellous Me! | Visit To Central & South America |
| <ul style="list-style-type: none"> To use formal notation to compose music considering the dimensions of timbre, rhythm, dynamics and pitch To listen to and replicate songs focusing on structure and timbre differences across musical genres To read and following formal notation scores on a range of tuned and untuned instruments To improvise with musicality in the genres of jazz, blues music | <ul style="list-style-type: none"> To further develop keyboard skills by reading standard notation for Bb, and performing simple chords. To read and write formal notation confidently using the C major scale and note durations To play with musicality across a range of tuned and untuned instruments | <ul style="list-style-type: none"> To compose musical pieces using formal notation for pitch, duration and dynamics To develop ukulele musicianship by playing the chords C, G, Am and F, in sequence to create accompaniments for singing. To know and talk about the history of different musical styles, including key facts and instrumental developments |