



Backworth Park Primary School Knowledge and Skills Progression Grid Music

	Listen and Appraise	Singing	Playing instruments	Improvisation	Composition	Performing
EYFS	<p>Have fun finding the pulse together and begin moving in time to the music.</p> <p>Begin to recognise the sound of some popular musical instruments.</p> <p>How music makes them feel.</p>	<p>Sing within a limited pitch range a wide range of songs such as nursery rhymes, to support phonics learning.</p> <p>Singing together in a group.</p> <p>Joining in and stopping by following how the song is structured or by following the song leader.</p>	<p>Explore playing tuned and untuned percussion instruments individually and together.</p> <p>Joining in and stopping playing.</p> <p>Learning to play instruments correctly and treating them with care.</p>	<p>Adding sounds to songs and poems in an ad-hoc fashion according to what the song or poem is.</p> <p>Copy back using clapping and instruments.</p>	<p>Create own simple pieces using structures such as coloured dots of different sizes to denote different pitches/dynamics.</p>	<p>Performing songs and instrument compositions/improvisations during CP time.</p> <p>Perform to an audience of other peers or adults.</p>
Year 1	<p>Recognise very basic style indicators and start to recognise different instruments.</p> <p>Find pulse and start to understand what pulse is/does/means etc.</p> <p>Begin to use correct musical language during discussion and when describing feelings in response to music they hear.</p> <p>Begin to recognise the sound of the musical instruments used.</p>	<p>Sing within a limited pitch range.</p> <p>Begin to understand the importance of working together in an ensemble or as part of a group.</p> <p>Recognising the importance of warming up our voices.</p> <p>Learn how to follow a leader/conductor, joining in and stopping as instructed.</p> <p>Recognising melody.</p> <p>Interpret basic lyrics.</p> <p>Sing with good diction.</p>	<p>Learn to play together in an ensemble.</p> <p>Learn how to follow a leader/conductor, joining in and stopping as instructed.</p> <p>Play and move between differentiated parts with a sound-before-symbol approach, according to ability.</p> <p>Learning to play instruments correctly and treating them with care.</p>	<p>Clap and improvise simple rhythmic patterns.</p> <p>Play and improvise simple patterns using instruments and body percussion.</p> <p>Take it in turns to improvise using one or two notes.</p> <p>Make a sequence of sounds.</p>	<p>Begin to understand the differences between composition and improvisation.</p> <p>Compose using one or two notes.</p> <p>Notate a composition in different ways.</p> <p>Begin to recognise/identify the awareness of a link between shape and pitch.</p>	<p>Begin to perform together in an ensemble to an audience.</p> <p>Learn about performance and building confidence.</p> <p>Understand the importance of practice and rehearsal.</p>



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	<p>Learn the basic musical structure of a piece of music.</p> <p>Identify purpose of the song and context within history.</p> <p>Learn the dimensions of music and how they fit into music: pulse – a steady beat, simple rhythm patterns, pitch, tempo, dynamics.</p>	<p>Perform with a good sense of pulse and rhythm.</p>				
Year 2	<p>Recognise style indicators and different instruments.</p> <p>Find pulse independently and further understand that the speed of a beat can change, creating and faster or slower pace.</p> <p>Use correct musical language during discussion and when describing feelings.</p> <p>Recognise the sound of a range of musical instruments used.</p> <p>Identify basic musical structure.</p>	<p>Sing within a limited pitch range, with increasing vocal control.</p> <p>Deepen their understanding of the importance of working together in an ensemble or as part of a group.</p> <p>Know the importance of warming up our voices.</p> <p>Learn how to follow a leader/conductor, demonstrating understanding of dynamics and tempo.</p> <p>Sing with good diction.</p>	<p>Continue to learn to play together in an ensemble.</p> <p>Join in and stop as appropriate and more confidently.</p> <p>Continue to respond to simple musical cues such as starting and stopping, following a leader/conductor.</p> <p>Play longer rhythmic patterns and play rhythmic notations, including crotchets and minims.</p>	<p>Continue to clap and improvise simple rhythmic patterns.</p> <p>Play and improvise longer patterns using instruments and body percussion.</p> <p>Take it in turns to improvise using one or two notes.</p> <p>Order sounds to make a beginning, middle and end.</p>	<p>Continue to explore and understand the differences between composition and improvisation.</p> <p>Continue to create simple melodies within the context of the song that is being learnt.</p> <p>Compose using one, two or three notes.</p> <p>Notate music using stick and dot notation.</p> <p>To recognise/identify the awareness of a link between shape and pitch using graphic notations.</p>	<p>Continue to learn how to perform together in an ensemble.</p> <p>Sing, play, improvise and play back compositions as part of your ensemble, in front of an audience.</p> <p>Continue to learn about performance and building confidence.</p> <p>Understand in more depth about practice and rehearsal.</p> <p>Record performances and learn from watching it back.</p>



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	<p>Identify purpose of the song and identify origins, social context and history.</p> <p>Applying their knowledge of the dimensions of music: pulse – a steady beat, simple rhythm patterns, pitch, texture, tempo, dynamics.</p>	<p>Perform with a good sense of pulse and rhythm.</p>	<p>Continue to play instruments correctly and treating them with care.</p>			
Year 3	<p>Use known musical vocabulary to describe a piece of music and compositions.</p> <p>Respond to the beat and pulse of increasingly challenging pieces of music.</p> <p>Identify instruments and know which instrument family they belong to.</p> <p>Identify and describe musical features in pieces from a range of traditions, identifying the purpose of the song and context within history, studying a wider range of music pieces, in broader detail.</p> <p>Continue to deepen their</p>	<p>Sing in tune with a widening pitch range, tunefully and with expression.</p> <p>Perform actions confidently and in time to a range of action songs.</p> <p>The importance of singing in unison.</p> <p>The importance of warming up our voices, posture, breathing and voice projection.</p> <p>Learn how to confidently follow a leader/conductor, demonstrating and understanding of forte and piano.</p>	<p>Continue to play and move between differentiated parts with a sound-before-symbol approach, according to ability.</p> <p>Use the notation if appropriate.</p> <p>Continue to experience playing together in a band or ensemble. Join in and stop as appropriate.</p> <p>Learn how to follow a leader/conductor to start, stop and change dynamics as instructed.</p> <p>Learn to treat each instrument with respect and use the correct techniques to play them.</p>	<p>Sing, play and copy back – clapping progressing to using instruments.</p> <p>Copy back a musical idea.</p> <p>Play and Improvise – using instruments.</p> <p>Invent a musical answer using one or two notes.</p> <p>Improvise using two notes on instruments.</p> <p>Listen to each other's musical ideas.</p>	<p>Continue to explore and continue with a differentiated approach, composing using two notes, increasing to three notes and beyond if required.</p> <p>Listen to the sound of the composition as it unfolds and make decisions about it.</p> <p>Record the composition in any way that is appropriate – using graphic/pictorial notation, using ICT, video or with formal notation.</p> <p>Musically demonstrate increased understanding and use of the interrelated dimensions</p>	<p>Continue to perform together with confidence in an ensemble/band with an increasing understanding of how to improve your performance.</p> <p>Perform as a choir in school assemblies.</p> <p>Sing, play, improvise and play back compositions as part of your ensemble/band with increasing confidence.</p> <p>Understand about practice.</p> <p>Record your performance and evaluate it.</p>



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	<p>understanding of the dimensions of music and how they fit into music: pulse – a steady beat, simple rhythm patterns, pitch, texture, tempo, dynamics, structure.</p> <p>Recognise the work of a famous composer.</p> <p>Improve my work and explain how this has been done.</p>	<p><i>Sing with good diction in increasingly challenging arrangements.</i></p>	<p>Begin to recognise/identify and musically demonstrate awareness of a link between shape and pitch graphic notations.</p>		<p><i>of music as appropriate within this context.</i></p> <p>Begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notations if appropriate.</p>	<p>Perform actions confidently and in time to a range of action songs.</p>
Year 4	<p>Continue to recognise basic style indicators and continue to recognise different instruments.</p> <p><i>Deepen knowledge and understanding of specific musical styles through listening to more examples of the same styles and understanding its musical structure and style indicators.</i></p> <p>Understand the purpose of a piece of music and context within history.</p> <p><i>Give specific reference to musical dimensions: pulse – a steady beat, simple</i></p>	<p>How important it is and why we warm up our voices, posture, breathing and voice projection.</p> <p>Join in and stop as appropriate – continue to follow a leader/conductor confidently.</p> <p><i>Understand that melody and words should be interpreted.</i></p> <p>Begin to think musically.</p> <p>Sing with good diction.</p> <p>Perform with a good sense of pulse and rhythm.</p>	<p><i>Treat each instrument with respect and use the correct techniques to play them.</i></p> <p><i>Use the notation with increasing confidence.</i></p> <p>Continue to experience playing together in a band or ensemble. Join in and stop as appropriate.</p> <p><i>Follow a leader/conductor to start, stop and change dynamics as instructed.</i></p> <p>Treat each instrument with respect and use the correct techniques to play them.</p>	<p>Play and improvise using instruments.</p> <p>Invent a musical answer using one, two or three notes.</p> <p><i>Improvise using up to three notes on instruments.</i></p> <p>Listen and appraise to each other's musical ideas.</p> <p><i>Listen and copy musical ideas by ear (rhythmic or melodic).</i></p> <p><i>Create musical rhythms and melodies as answers as part of a group and as a soloist.</i></p>	<p><i>Listen to the sound of the composition as it unfolds and make decisions about it.</i></p> <p><i>Record the composition in any way that is appropriate graphic/pictorial notation, using ICT, video or with formal notation.</i></p> <p>Demonstrate increased understanding and use of the interrelated dimensions of music as appropriate within this context.</p>	<p>Perform together with confidence in an ensemble/band with an increasing understanding of how to improve your performance.</p> <p><i>Sing, play, improvise and play back compositions as part of your ensemble/band with increasing confidence.</i></p> <p><i>Understand the need of an audience, learning about performance skills and building confidence.</i></p> <p>Understand about practice and why we do it.</p>



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	rhythm patterns, pitch, texture, tempo, dynamics, timbre, structure.	Sing in rounds and partner songs in different times and different signatures. Introduce vocal harmony.	Recognise/identify and musically demonstrate awareness of a link between shape and pitch graphic notations.		Recognise and demonstrate awareness of a link between shape and pitch using graphic notations.	Record performance and evaluate it in increasing depth.
Year 5	<p>Continue to recognise style indicators and continue to recognise different instruments, categorising them into musical families.</p> <p>Applying prior knowledge, deepen knowledge and understanding of specific musical styles through listening to more examples of the same styles and understanding its musical structure and style indicators.</p> <p>When listening to the music, find and internalize the pulse using movement.</p> <p>Listen with security and confidently recognise/identify different style indicators and different instruments and their sounds.</p>	<p>Sing within an appropriate vocal range with clear diction and observe phrasing, accurate pitching and appropriate style.</p> <p>To understand the workings of an ensemble/choir, how everything fits together.</p> <p>Follow the leader/conductor and have a chance to be the leader/conductor.</p> <p>Understand the importance of why we warm up our voices, posture, breathing and voice projection.</p> <p>Sing together with confidence, with increasingly difficult melody and words, sometimes including two or three parts.</p>	<p>Play differentiated parts using the notated scores.</p> <p>Choose parts according to ability and play them musically.</p> <p>Progress as appropriate between the parts.</p> <p>Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, and maintaining an appropriate pulse.</p> <p>Demonstrate musical quality eg clear starts, ends of pieces/phrases, technical accuracy etc.</p> <p>Maintain an independent part in a small group.</p> <p>Continue to treat each instrument with respect</p>	<p>Understand what musical improvisation means.</p> <p>Improvise and perform in solo and ensemble contexts, use quality not quantity of notes.</p> <p>Continue to create more complex rhythms and melodies and create their own rhythmic patterns that lead to melodies.</p> <p>Sing, play and copy back using instruments.</p> <p>Play and improvise – using instruments, invent a musical answer using one, two or three notes.</p> <p>Improvise using up to three notes on instruments.</p>	<p>Continue to create your own more complex tunes and melodies within the context of the song that is being learnt and do this with understanding as part of a group or with your whole class.</p> <p>Continue with a adapted approach, composing using three notes and beyond if required.</p> <p>Use chords to evoke a specific atmosphere, mood or environment.</p> <p>Record the composition in any way that is appropriate – using graphic/pictorial notation, using ICT, video or with formal notation.</p> <p>Demonstrate increased understanding and use</p>	<p>Continue to perform together in an ensemble/band with a deeper understanding of how to improve your performance musically.</p> <p>Sing, play, improvise and play back compositions as part of your ensemble/band with increasing confidence, skill and accuracy.</p> <p>Develop the skill of playing by ear.</p> <p>Perform in front of an audience with more understanding of their needs.</p> <p>Communicate ideas, thoughts and feelings through the performance.</p> <p>Understand about practice.</p>



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	<p>Use correct musical language consistently to describe the music you are listening to and your feelings towards it.</p> <p>Listen, comment on and discuss with confidence, ideas together as a group.</p> <p>Discuss other dimensions of music and how they fit into the music you are listening to.</p> <p>Engage in opportunities to experience live music making, both in and out of school.</p>	<p>Have a greater understanding of melody, words and their importance and how to interpret a song musically.</p> <p>Demonstrate musical quality and understanding of how the interrelated dimensions of music play their part.</p>	<p>and use the correct techniques to play them.</p>		<p>of the interrelated dimensions of music as appropriate within this context.</p> <p>Recognise and demonstrate awareness of a link between shape and pitch using graphic notations.</p>	<p>Record performance and evaluate differing aspects of it.</p> <p>Respond to and implement feedback, offering positive comment.</p>
Year 6	<p>Continue to recognise style indicators and continue to recognise different instruments, categorising them into musical families.</p> <p>Applying prior knowledge, deepen knowledge and understanding of specific musical styles through listening to a broad range of examples, understanding musical</p>	<p>Sing within an appropriate vocal range with clear diction.</p> <p>Understand the workings of an ensemble/choir and how everything fits together.</p> <p>Follow the leader/conductor and have a chance to be the leader/conductor.</p> <p>How important it is and why we warm up our</p>	<p>Follow notated scores to play an instrument competently.</p> <p>Choose parts according to ability and play them musically.</p> <p>Progress as appropriate between the parts.</p> <p>Play and perform in solo and ensemble contexts, playing musical instruments with</p>	<p>Deepen your understanding of what musical improvisation means.</p> <p>Continue to improvise and perform confidently in solo and ensemble contexts, use quality not quantity of notes.</p> <p>Continue to create more complex rhythms and melodies and create their own rhythmic patterns that lead to melodies.</p>	<p>Confidently create your own melodies within the context of the song that is being learnt.</p> <p>Compose using the pentatonic scale.</p> <p>Use voice, sounds, technology and instruments in creative ways. Record the composition in any way appropriate.</p>	<p>Continue to perform together in an ensemble/band with an increasing understanding of how to improve your performance musically.</p> <p>Sing, play, improvise and play back compositions as part of an ensemble/band with increasing confidence, skill and accuracy.</p> <p>Perform this in front of an audience with more</p>



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	<p>structure and style indicators.</p> <p>When listening to the music, find and internalise the pulse using movement confidently and independently.</p> <p>Understand the pulse and its role as the foundation of music.</p> <p>Listen with confidence, recognising different style indicators and different instruments, their sounds and their instrument families.</p> <p>Use correct musical language to confidently describe the music you are listening to and your feelings towards it.</p> <p>Listen, comment on and discuss with confidence, ideas together as a group.</p> <p>Appropriately and confidently discuss other dimensions of music and</p>	<p>voices, posture, breathing and voice projection.</p> <p>Sing together with confidence, with increasingly difficult melody and words in three and four part rounds or partner songs.</p> <p>Have a greater understanding of melody, words, their importance and how to interpret a song musically.</p> <p>Demonstrate musical quality and understanding of how the interrelated dimensions of music play their part.</p>	<p>increasing accuracy, fluency and maintaining an appropriate pulse.</p> <p>Demonstrate musical quality eg clear starts, ends of pieces/phrases, technical accuracy etc. Maintain an independent part in a small group.</p> <p>Continue to treat each instrument with respect and use the correct techniques to play them.</p> <p>Become fluent with the foundations of formal notation in an octave.</p>	<p>Make decisions about dynamic range.</p> <p>Plan and compose an 8 or 16 beat melodic phrase using the pentatonic scale and notate it.</p>	<p>Notate music in different ways, using graphic/pictorial notation, video, ICT or with formal notation if appropriate.</p> <p>Continue to musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate.</p> <p>Extend improvised melodies beyond 8-beats, creating a satisfying melodic shape.</p>	<p>understanding of their needs, showcasing end of primary learning in a finale transition project.</p> <p>Communicate ideas, thoughts and feelings through the performance.</p> <p>Understand about practice related to performance outcomes.</p> <p>Record your performance and evaluate in detail.</p> <p>Respond to and implement feedback, offering positive comments.</p>
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	how they fit into the music you are listening to.					
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