

National Curriculum Programme of Study		
Foundation	KS1	KS2
<p>Expressive Arts and Design</p> <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> Children sing a range of well-known nursery rhymes and songs. Children perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. <p>Creating with Materials</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Share their creations, explaining the process they have used. 	<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 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. 	<p>Pupils should be taught to:</p> <p>sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <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.

Wendron Music Knowledge and Skills Progression EYFS-Year 6

	Foundation	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Singing	<p>EAD: Being Imaginative and expressive</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>	<p>Sing a melody.</p> <p>Make and control long and short sounds (duration).</p> <p>Imitate changes in pitch – high and low sounds.</p> <p>Sing with an awareness of other performers.</p>	<p>Sing songs in ensemble following the tune (melody).</p> <p>Sing with a sense of awareness of pulse and control of rhythm.</p> <p>Recognise phrase lengths and know when to breathe.</p> <p>Sing songs with some expression.</p> <p>Sing with an awareness of other performers.</p>	<p>Sing songs in ensemble in tune.</p> <p>Sing with awareness of pulse and control of rhythm.</p> <p>Recognise simple structures (phrases) and breathe at the end of a phrase.</p> <p>Begin to sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics.</p> <p>Show control in voice and pronounce words in a song clearly (diction).</p>	<p>Sing with confidence in ensembles using a wider vocal range.</p> <p>Sing with control of pulse and rhythm.</p> <p>Recognise simple structures (phrases) and breathe at the end of a phrase.</p> <p>Sing expressively with an awareness and control of the expressive elements E.g. timbre, tempo, dynamics.</p> <p>Show control in voice and pronounce words in a song clearly (diction).</p>	<p>Sing songs with increasing control of breathing, posture and sound projection.</p> <p>Sing songs in tune and with an awareness of other parts.</p> <p>Sing expressively with control of expressive elements, pitch and rhythm and good diction.</p> <p>Rehearse with others.</p> <p>Sing a song with two or more parts.</p>	<p>Sing songs with control of breathing, posture and sound projection.</p> <p>Perform with accuracy and expression, showing an understanding of the context of the music.</p> <p>Maintain own part in a round or when singing a harmony.</p> <p>Sing confidently as a class, in small groups and alone and begin to have an awareness of improvisation with the voice.</p>

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<p>Listening and Appraising</p>	<p>EAD: Being Imaginative and Expressive</p> <p>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<p>Hear the pulse in music.</p> <p>Hear different moods in music.</p> <p>Identify texture– one sound or several sounds?</p> <p>Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.).</p> <p>With support, start to express opinions about music.</p>	<p>Identify the pulse in music.</p> <p>Recognise changes in timbre (sound quality– smooth, crisp, scratchy, rattling, tinkling etc.), dynamics (loud and quiet), tempo (fast and slow) and pitch (high and low).</p> <p>Start to recognise different instruments.</p> <p>Start to express opinions about music.</p> <p>Know music can be played or listened to for a variety of purposes (in history/ different cultures).</p>	<p>Internalise the pulse in music.</p> <p>Know the difference between pulse and rhythm.</p> <p>Start to use musical dimensions vocabulary to describe music– duration, timbre, pitch, dynamics, tempo, texture, structure.</p> <p>Use these words to identify where music works well/ needs improving.</p> <p>Start to discuss differences and similarities in music.</p> <p>Express opinions about music.</p> <p>Begin to recognise some genres of music.</p> <p>Describe different purposes of music in history/ other cultures - give own thoughts/ideas after shared class/ groups discussions.</p>	<p>Know the pulse stays the same but rhythm changes in a piece of music.</p> <p>Listen to several layers of sound (texture) and talk about the effect on mood and feelings.</p> <p>Use more musical dimensions vocabulary to describe music– duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony.</p> <p>Identify orchestral family timbres.</p> <p>Identify cyclic patterns.</p> <p>Discuss difference and similarities in music.</p> <p>Recognise some genres of music.</p> <p>Describe different purposes of music in history/ other cultures - share own ideas/thoughts and back up their reasoning.</p>	<p>Know how pulse, rhythm and pitch fit together.</p> <p>Use a range of words to describe music (eg. duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, metre, silence, riff, ostinato, melody, harmony, chord, flat, sharp, rhythm, staccato, legato, crescendo, diminuendo).</p> <p>Use these words to identify strengths and weaknesses in own and others' music.</p> <p>Identify a range of musical instruments.</p> <p>Recognise genres of music and name some composers.</p> <p>Describe different purposes of music in history/ other cultures - explain thoughts and ideas clearly.</p>	<p>Know how the dimensions of music are fit together and change effects in a piece of music.</p> <p>Use musical vocabulary confidently to describe music.</p> <p>Work out how harmonies are used and how drones and melodic ostinati (riffs) are used to accompany.</p> <p>Use knowledge of how lyrics reflect cultural context and have social meaning to enhance own compositions.</p> <p>Refine and improve own/ others' work.</p> <p>Confidently identify musical instruments,</p> <p>Recognise a range of music genres and name some composers.</p> <p>Describe different purposes of music in history/ other cultures - explain thoughts and reasoning clearly, linking ideas back to previous learning.</p>
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Wendron Music Knowledge and Skills Progression EYFS-Year 6

<p>Performing</p>	<p>EAD: Being Imaginative and Expressive</p> <p>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> <p>EAD: Creating with Materials</p> <p>Experiment with ways to change sounds.</p>	<p>Follow instructions on how and when to play an instrument.</p> <p>Take notice of others when performing.</p> <p>Make and control long and short sounds (duration).</p> <p>Imitate changes in pitch– high and low.</p>	<p>Perform in ensemble with instructions from the leader.</p> <p>Perform with a sense of the pulse.</p> <p>Change the tempo or dynamics.</p> <p>Make and control long and short sounds using voices and instruments, playing by ear and including simple improvisation (duration).</p> <p>Begin to make rhythmic patterns.</p>	<p>Begin to use correct techniques for playing instruments.</p> <p>Maintain a simple part within an ensemble.</p> <p>Play notes on instruments clearly and including steps/ leaps in pitch.</p> <p>Begin to identify and recall rhythmic and melodic patterns.</p> <p>Improvise (including call and response) within a group using 1 or 2 notes</p>	<p>Perform with expression and using correct techniques.</p> <p>Sustain a rhythmic ostinato/ drone/ melodic ostinato (riff) (to accompany singing) on an instrument (tempo/ duration/ texture).</p> <p>Perform with control and awareness of what others are playing.</p> <p>Identify and play a repeated pattern (ostinato) Identify and recall rhythmic and melodic patterns.</p> <p>Improvise within a group using more than 2 notes.</p>	<p>Perform in solo and ensemble contexts using a variety of techniques, confidently, expressively and in tune.</p> <p>Identify and play rhythmic and melodic patterns with confidence.</p> <p>Improvise on own with increasing aural memory.</p>	<p>Perform with accuracy and expression, showing an understanding of the context of the music.</p> <p>Use correct technique to play instruments with improved confidence and accuracy.</p> <p>Take turns to lead a group.</p> <p>Maintain own part in a round/ sing a harmony/ play accurately with awareness of what others are playing.</p> <p>Play more complex instrumental parts.</p> <p>Improvise using 5 notes of the pentatonic scale.</p>
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Composing	EAD: Creating with Materials	Make a sequence of long and short sounds with help (duration). Clap longer rhythms with help.	Carefully choose sounds to achieve an effect (including use of ICT).	Use sound to create effects (abstract) (including using ICT).	Make creative use of the way sounds can be changed, organised, and controlled (including ICT).	Use a variety of different musical devices including melody, rhythms and chords.	Show confidence, thoughtfulness, and imagination in selecting sounds and structures to convey an idea.
	Explores the different sounds of instruments.		Order sounds to create an effect (structure-beginnings/endings). Create short musical patterns.	Create/ improvise repeated patterns (ostinati) with a range of instruments.	Create accompaniments for tunes using drones or melodic ostinati (riffs).	Record own compositions.	Create music reflecting given intentions and record using standard notation.
	EAD: Being Imaginative and Expressive	Make different sounds (high and low- pitch; loud and quiet- dynamics; fast and slow-tempo; quality of the sound - smooth, crisp, scratchy, rattling, tinkling etc.- timbre).	Create sequences of long and short sounds- rhythmic patterns (duration).	Effectively choose, order, combine and control sounds (texture/ structure).	Create rhythmic patterns with awareness of timbre and duration.	Create own songs (raps- structure). Identify where to place emphasis and accents in a song to create effects (duration).	Use ICT to organise musical ideas (where appropriate).
	Children sing songs, make music and dance, and experiment with ways of changing them.		Control playing instruments so they sound as they should.	Compose and perform melodies using two or three notes.	Compose and perform melodies using three or four notes.	Compose and perform melodies using four or five notes.	Combine all musical dimensions.
	They represent their own ideas, thoughts and feelings through music.		Use pitch changes to communicate an idea.				Compose and perform melodies using five or more notes.
			Start to compose with two or three notes				

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Notation		Start to perform long and short sounds in response to symbols	Perform long and short sounds in response to symbols. Make their own symbols as part of a class score.	Begin to recognise crotchets, minims, semibreves and their rests. Begin to recognise some notes on a treble clef staff	Recognise crotchets, minims, semibreves and their rests. Recognise some notes on a treble clef staff	Recognise crotchets, quavers, minims semibreves and their rests. Recognise most notes on a treble clef staff. Begin to understand that notes are positioned differently on a bass clef. Read, and play from, music notation. Record their own compositions using music notation	Recognise confidently crotchets, quavers, minims, semibreves, and their rests. Recognise most notes on a treble clef staff. Begin to understand that notes are positioned differently on a bass clef. Read, and play from, music notation. Start to record using music notation
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