



Progression of Skills in Music at MPS



Intent

Music should be an enjoyable experience for pupils and teachers. Children participate in a range of musical experiences, building up their confidence at the same time. They develop their understanding of rhythm and pitch and learn how music is structured, as well as learning technical vocabulary for these elements. As children's confidence builds, they enjoy the performance aspect of music. Children experience listening to music from different cultures and eras.

Implementation

Music is taught as a discrete subject but also across the curriculum. Areas of learning, such as times tables in maths, vocabulary in languages and movement in dance can all incorporate different elements of music. A weekly singing assembly allows the children opportunities to develop their singing skills and gain an understanding of how ensembles work. Performances, such as Christmas plays and nativities and end of year shows, demonstrate that music is important to the life of the school. Extracurricular activities, such as choir and peripatetic music lessons, also provide children with experience of making music.

Impact

The impact of teaching music will be seen across the school with an increase in the profile of music. Whole-school and parental engagement will be improved through performances, extracurricular activities and opportunities suggested in lessons/overviews for wider learning. Participation in music develops wellbeing, promotes listening and develops concentration. We want to ensure that music is loved by teachers and pupils across school, encouraging them to want to continue building on this wealth of musical ability, now and in the future.



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Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Performance	<ul style="list-style-type: none"> • use their voice to speak/sing/chant • join in with singing • clap short rhythmic patterns • experiment with creating sounds with different instruments 	<ul style="list-style-type: none"> • use their voice to speak/sing/chant • join in with singing • clap short rhythmic patterns • use instruments to perform a simple piece • respond to musical indications about when to play or sing • respond musically with increasing accuracy to a call (high/low, loud/soft, fast/slow) and keep a steady pulse <p>Listening</p> <ul style="list-style-type: none"> • Respond to different moods of music, in different ways 	<ul style="list-style-type: none"> • follow the melody using their voice or an instrument • sing songs as an ensemble following the tune (melody) well • perform in an ensemble with instructions from the leader (e.g. hand signals to indicate pitch and duration of notes) • play simple rhythmic patterns on an instrument • sing/clap a pulse increasing or decreasing in tempo • have control when playing instruments • perform musical patterns keeping a steady pulse 	<ul style="list-style-type: none"> • sing songs from memory with increasing expression, accuracy and fluency • maintain a simple part within an ensemble • modulate and control their voice when singing and pronounce the words clearly • play notes on tuned and un-tuned instruments with increasing clarity and accuracy • improvise (including call and response) within a group using the voice • collaborate to create a piece of music <p>Listening</p> <ul style="list-style-type: none"> • Describe music using appropriate vocabulary 	<ul style="list-style-type: none"> • perform a simple part of an ensemble rhythmically • sing songs from memory with increasing expression, accuracy and fluency • improvise using repeated patterns with increasing accuracy and fluency <p>Listening</p> <ul style="list-style-type: none"> • Describe what they hear using a wider range of musical vocabulary • Recognise how the inter-related dimensions of music are used by composers to create different moods and effects • Understand the cultural and social meaning of lyrics • Appreciate harmonies, drone and 	<ul style="list-style-type: none"> • sing and use their understanding of meaning to add expression • perform 'by ear' and from simple notations • improvise within a group using melodic and rhythmic phrases • recognise and use basic structural forms e.g. rounds, variations, rondo form • maintain their part whilst others are performing their part <p>Listening</p> <ul style="list-style-type: none"> • Describe, compare and evaluate different kinds of music using an appropriate and broad musical vocabulary • Analyse and compare features from a wide range of music 	<ul style="list-style-type: none"> • begin to sing a harmony part • begin to perform using notations • take the lead in a performance • take on a part • provide solo rhythmic support • perform parts from memory <p>Listening</p> <ul style="list-style-type: none"> • Evaluate differences in live and recorded performances • Consider how one piece of music may be interpreted in different ways by different performers, sometimes according to venue and occasion



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Composing	<ul style="list-style-type: none"> • make a range of sounds with their voice • make a range of sounds with instruments • represent sounds pictorially 	<ul style="list-style-type: none"> • make a range of sounds with their voice • make a range of sounds with instruments • identify changes in sounds • tell the difference between long and short sounds • represent sounds pictorially • make a sequence of sounds for a purpose 	<ul style="list-style-type: none"> • order sounds to create a beginning, middle and end • represent sounds pictorially with increasing relevance • choose sounds to achieve an effect (including use of technology) • begin to compose short melodic patterns using two or three notes (tuned instruments/voice) • create short, rhythmic patterns – sequences of long and short sounds • Are selective in the control used on an instrument in order to create an intended effect 	<ul style="list-style-type: none"> • Begin to compare different kinds of music • Recognise differences between music of different times and cultures <p>Can they create repeated patterns using a range of instruments?</p> <ul style="list-style-type: none"> • Can they combine different sounds to create a specific mood or feeling? • Do they understand how the use of tempo can provide contrast within a piece of music? • Can they begin to read and write musical notation? • Can they effectively choose, order, combine and control sounds to create different textures? • Can they use silent beats for effect (rests)? 	<p>ostinato</p> <ul style="list-style-type: none"> • Explore ways the way in which sounds are combined towards certain effects • Understand the relationship between lyrics and melody. 	<ul style="list-style-type: none"> • Discern and distinguish layers of sound and understand their combined effect 	<ul style="list-style-type: none"> • recognise that different forms of notation serve different purposes • combine groups of beats • use a variety of different musical devices in their composition • (e.g. melody, rhythms and chords)
						<ul style="list-style-type: none"> • begin to use standard notation • use their notations to record groups of pitches (chords) • choose the most appropriate tempo for a piece of music • use technology to compose music which meets a specific criterion <p>Listening</p> <ul style="list-style-type: none"> • Identify cyclic patterns – verse and chorus, coda • Recognise how different inter-related 	



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Appraising	<ul style="list-style-type: none"> • say if they like or dislike a piece of music • identify and distinguish environmental sounds • begin to describe the sounds (e.g. loud, quiet, high, low, fast, slow) • begin to express how music makes them feel 	<ul style="list-style-type: none"> • form an opinion to express how they feel about a piece of music • recognise repeated patterns • tell the difference between a fast and slow tempo, loud and quiet, and high and low sounds • hear the pulse in a piece music • tell the difference between loud and quiet sounds • describe how sounds are made and changed • respond to different moods 	<ul style="list-style-type: none"> • create their own symbols to represent sounds • choose sounds to create an effect on the listener? 	<ul style="list-style-type: none"> • identify particular features when listening to music • begin to associate sounds they hear with instruments • independently identify the pulse in a piece of music and tap along • listen carefully to recall short rhythmic patterns • begin to recognise changes in timbre, dynamics and pitch • able to recognise and name different instruments by sight • evaluate and improve their own work and give reasons <p>Listening</p> <ul style="list-style-type: none"> • Listen to simple inter-related dimensions of music • Verbally recall what they have heard with 	<ul style="list-style-type: none"> • Can they combine different inter-related dimensions of music (e.g. fast/slow, high/low, loud/soft) in their composition? 	<ul style="list-style-type: none"> • use musical words (pitch, duration, dynamics, tempo) to describe and give their opinion on a piece of music • evaluate and improve their work, explaining how it has improved using a success criterion • know that music can be played or listened to for a variety of purposes (including different cultures and periods in history) • able to recognise a range of 	<ul style="list-style-type: none"> • explain why silence is used in a piece of music and say what effect it has • start to identify the character of a piece of music • describe and identify the different purposes of music • use musical words (pitch, duration, timbre, dynamics, and tempo) to describe a piece of music and composition 	<p>dimensions of music are combined and used expressively in many different types of music</p> <ul style="list-style-type: none"> • describe, compare and evaluate music using musical vocabulary • suggest improvements to their own or others' work • choose the most appropriate tempo for a piece of music • identify and begin to evaluate the features within different pieces of music • contrast the work of established composers and show preferences 	<ul style="list-style-type: none"> • refine and improve their work • evaluate how the venue, occasion and purpose affects the way a piece of music is created • compare and contrast the impact that different composers from different times will have had on the people of the time • analyse features within different pieces of music
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		in music and say how a piece of music makes them feel	simple vocabulary – loud, soft, high, low • Begin to say what they like and dislike	instruments by ear • internalise the pulse in a piece of music • identify the features within a piece of music?			
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