



Music

Progression of Skills

National Curriculum Content

Purpose of Study & Aims

Music is a universal language that embodies one of the highest forms of creativity.

The National Curriculum for Music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music.
- Learn to sing and use their voices.
- Create and compose music.
- Understand how music is created and communicated.

Key Stage 1

- Use voices expressively and creatively.
- Play tuned and untuned instruments.
- Listen with concentration.
- Experiment with sounds.

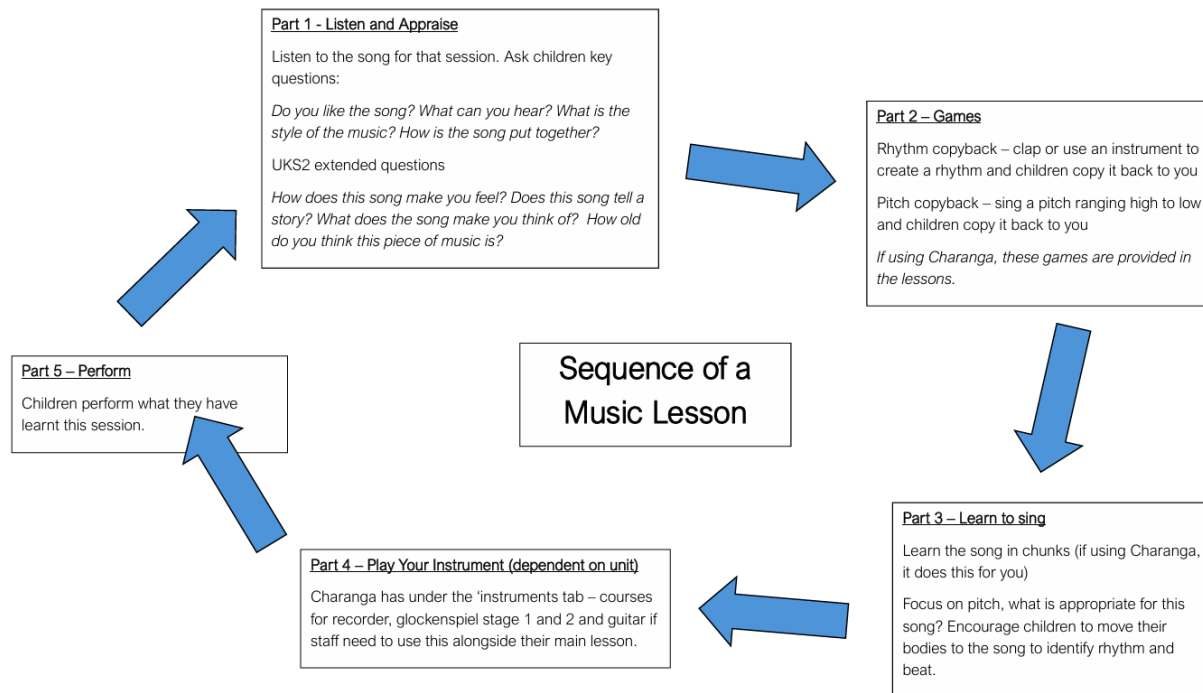
Key Stage 2

- Play and perform.
- Improvise and compose.
- Use notation.
- Appreciate a wide range of music.

Music at Newport

At Newport the teaching of Music inspires children to develop a love of music whilst building confidence, creativity and self-expression. Children learn to sing, compose, perform and appraise music from a range of genres, cultures and historical periods.

Teaching of Music follows the following sequence at Newport:



Knowledge, Skills and Understanding breakdown for Music

EYFS		
Communication and Language	Physical Development	Expressive Arts and Design
• Sing a large repertoire of songs • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs.	• Use large-muscle movements to wave flags and streamers, paint and make marks. • Combine different movements with ease and fluency.	• Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match') • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas. • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return and build on their previous learning, refining ideas and developing their ability to represent them. • Listen attentively, move to and talk about music, expressing their feelings and responses.

		• Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups. • ELG:EAD: Being imaginative and expressive • 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.
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Year 1		
Performing	Composing (incl notation)	Appraising
• Can they use their voice to speak/sing/chant? • Do they join in with singing? • Can they use instruments to perform? • Can they copy sounds?	• Can they make different sounds with their voice? • Can they make different sounds with instruments? • Can they identify changes in sounds? • Can they repeat (short rhythmic and melodic) patterns? • Can they make a sequence of sounds? • Can they show sounds by using pictures?	• Can they say how a piece of music makes them feel? • Can they say whether they like or dislike a piece of music? • Can they choose sounds to represent different things? • Can they recognise repeated patterns?

Year 2		
Performing	Composing (incl notation)	Appraising
• Do they sing and follow the melody (tune)? • Do they sing accurately at a given pitch? • Can they perform simple patterns and accompaniments keeping a steady pulse? • Can they perform with others? • Can they play simple rhythmic patterns on an instrument? • Can they sing/clap a pulse increasing or decreasing in tempo?	• Can they order sounds to create a beginning, middle and end? • Can they create music in response to (different starting points)? • Can they choose sounds which create an effect? • Can they use symbols to represent sounds? • Can they begin to make connections between notations and musical sounds?	• Can they improve their own work? • Can they listen out for particular things when listening to music?

Year 3		
Performing	Composing (incl notation)	Appraising
• Do they sing in tune with expression? • Do they control their voice when singing? • Can they play clear notes on instruments?	• Can they use different elements (tempo/rhythm/pulse) in their composition? • Can they create repeated patterns with different untuned instruments? • Can they compose melodies and songs?	• Can they improve their work; explaining how it has improved? • Can they begin to use musical words to describe what they like and dislike? • Can they recognise the work of a famous composer?

Year 4		
Performing	Composing (incl notation)	Appraising
• Can they perform a simple part rhythmically? • Can they sing songs from memory with accurate pitch? • Can they improvise using repeated patterns?	• Can they use standard notation? • Can they use notations to play compositions in a small group or on their own? • Can they use their notation in a performance?	• Can they start to identify the character and purpose of a piece of music? • Can they recognise the work of a famous composer and identify when they were composing?

Year 5		
Performing	Composing (incl notation)	Appraising
• Can they sing and use their understanding of meaning to add expression? • Can they maintain their part whilst others are performing their part?	• Can they change sounds or organise them differently to change the effect? • Can they begin to compose music which meets specific criteria?	• Can they begin to describe, compare and evaluate music using musical vocabulary? • Can they explain why they think their music is successful or unsuccessful?

• Can they perform 'by ear' and from simple notations? • Can they recognise and use basic structural forms, e.g. rounds, variations?	• Can they choose the most appropriate tempo for a piece of music?	• Can they suggest improvements to their own or others' work? • Can they contrast the work of two famous composers and show preferences?
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Year 6		
Performing	Composing (incl notation)	Appraising
• Can they sing a harmony part confidently and accurately? • Can they perform parts from memory? • Can they perform using notations? • Can they provide rhythmic support?	• Can they use a variety of different musical devices in their composition? (incl melody and rhythms) • Do they recognise that different forms of notation serve different purposes? • Can they use different forms of notation?	• Can they refine and improve their work? • Can they compare and contrast the impact that different composers from different times will have had on the people of the time?