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| Etchells Skills and Knowledge ProgressionSubject: Music |
|  | EYFS | Key Stage 1 | Key Stage 2 |
| Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Rhythm Work | Knowledge | Knowledge | KnowledgeTo know what these rhythms represent | KnowledgeTo know what these rhythms represent | KnowledgeTo know what these rhythms represent | KnowledgeTo know what these rhythms represent | KnowledgeTo know what these rhythms represent | KnowledgeTo learn the correct names for all note values from a semiquaver to a semibreveIf confident, add compound rhythms |
| Skills | Skills | SkillsTo play these rhythms on untuned percussion | SkillsTo play these rhythms on untuned percussion | SkillsTo play these rhythms on untuned percussion | SkillsTo play these rhythms on untuned percussion | SkillsTo play these rhythms on untuned percussion | SkillsTo play these note values on untuned percussion |
| Play and perform in solo and ensemble contexts | Knowledge | Knowledge | Knowledge | Knowledge | Knowledge | Knowledge | Knowledge | Knowledge |
| Skills | Skills | Skills  | Skills To speak chants and rhymesTo use their singing /performing faceTo sing as a class and in assemblyTo play tuned and untuned percussion instruments | SkillsTo play in class ensemble using tuned and untuned percussionTo sing regularly, working on dynamic contrasts | SkillsTo play in class ensemble with a sense of what’s going on in the whole groupTo sing contrasting styles of songs using different tempo and dynamics | SkillsTo play in a class ensemble with increased leadership skills and have a sense of what’s going on in the whole groupTo perform/sing a soloTo sing echo and part songs | SkillsTo perform/sing a solo with increased confidence and controlTo sing in parts, 2 & 3 part roundsTo make all performances as expressive as possible |
| Improvise and compose music | Knowledge | Knowledge | Knowledge | Knowledge To recognise the structure = binary ABTo understand Texture = thick/thinTo understand Timbre = different soundsTo recognise Notation = use of flash cards (graphic, picture scores) | Knowledge | Knowledge | KnowledgeTo be aware of different textures and timbres | Knowledge |
| Skills | Skills | Skills | SkillsCreate a simple binary piece of music that demonstrates understanding of the above elements. | SkillsTo improvise using all known rhythm tagsTo compose a piece in binary form AB | SkillsTo improvise using all known rhythm tagsTo compose a piece in binary form ABA | SkillsTo improvise and then develop a composition from the improvisation | SkillsCreate a composition from a given or chosen stimulus  |
| Listen with attention to detail and recall sounds with increasing aural memory. | Knowledge | Knowledge | Knowledge | Knowledge | Knowledge | Knowledge | Knowledge | Knowledge |
| Skills | Skills | Skills | SkillsTo recognise brassTo recognise stringsTo recognise changes in dynamics & tempo | SkillsTo recognise all four families of the orchestraTo recall a simple tune from memoryTo sing a song from memory | SkillsTo pick out individual instruments in a pieceTo clap back a two bar rhythm patternTo sing a song from memory | SkillsClap back a four bar rhythm patternSing or clap back a main theme from a listening exercise | SkillsTo clap back a four bar rhythm patternTo sing **and** clap back a main theme from a listening exercise |
| Use and understand staff and other musical notation. | Knowledge | Knowledge | Knowledge | Knowledge | KnowledgeTo understand Notation middle C-A  | KnowledgeTo understand notation middle C-C’ | Knowledge | Knowledge |
| Skills | Skills | Skills | Skills | SkillsTo use rhythm flash cards and/or graphic scores | SkillsTo use rhythm flash cards and/or graphic scores | SkillsTo notate compositions using the most appropriate method applicable | SkillsNotate compositions using the most appropriate method applicable |
| Appreciate and understand a wide range of high quality live and recorded music | Knowledge | Knowledge | Knowledge | Knowledge | Knowledge | Knowledge | Knowledge | Knowledge |
| Skills | Skills | Skills | SkillsTo listen to live music | SkillsTo listen to a selection of different pieces of musicTo listen to live music | SkillsTo talk about how music makes you feel. show understanding of the structure, tempo and dynamicsTo listen to live music | SkillsTo write/talk about music, show understanding of the inter-related dimensionsTo listen to a variety of composers/traditionsTo respond to live music | SkillsTo write/talk about music, show understanding of the inter-related dimensions and make comparisons across genresTo respond to live music |
| Develop an understanding of the history of music | Knowledge | Knowledge | Knowledge | Knowledge | KnowledgeTo relate to your history curriculum where possible. | KnowledgeTo relate to your history curriculum where possible. | KnowledgeTo relate to your history curriculum where possible. | KnowledgeRelate to your history curriculum where possible |
| Skills | Skills | Skills | Skills | Skills | Skills | Skills | Skills |