

Northwick Park Academy Trust Skills Progression in Music



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Music Progression	Singing songs with control and using the voice expressively	Listening and aural skills evaluating and appraising	Controlling pulse and rhythm	Interrelated dimensions of music	Composition	Reading and writing notation	Performance skills Control of instruments
EYFS	Sings in a group on his/her own, increasingly matching the pitch and following the melody. Sings a range of well-known nursery rhymes and songs.	Listen attentively, move to and talk about music, expressing his/her feelings and responses.	Perform songs, rhymes, poems and stories with others, and – when appropriate- tries to move in time with music.				Explores and engages in music making and dance, performing solo or in groups

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Working together

Year 1	<p>Learn and perform chants, rhythms, raps and songs.</p> <p>Listen to, copy and repeat a simple rhythm or melody.</p> <p>Sing songs musically and understand how to warm up and project the voice whilst demonstrating good posture.</p>	<p>Listen to music with sustained concentration.</p> <p>Learn to follow the conductor or band leader.</p> <p>Use the correct musical language to describe a piece of music.</p> <p>Discuss feelings and emotions linked to different pieces of music.</p> <p>Recognise different instruments.</p>	<p>Find the pulse whilst listening to music and using movement.</p> <p>Begin to understand that the rhythm is a mixture of long and short sounds that happen over the pulse.</p>	<p>Understand that pitch describes how high or low sounds are.</p> <p>Understand that tempo describes how fast or slow the music is.</p> <p>Understand that dynamics describe how loud or quiet the music is.</p>			
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Year 2	Use his/her voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence. Sing a song in two parts.	Listen with concentration and understanding to a range of high quality live and recorded music. Begin to describe a piece of music using a developing understanding of the interrelated musical dimensions.	Build an understanding of the pulse and internalise it when listening to a piece of music. Improvise a simple rhythm using different instruments including the voice.	Understand that timbre describes the character or quality of a sound. Understand that texture describes layers within the music. Understand that structure describes how different sections of music are ordered.	Use tuned and untuned classroom percussion to compose and improvise. Experiment with, create, select and combine sounds using the interrelated dimensions of music.		Develop an understanding of melody, the words and their importance in the music being listened to. Use tuned and untuned classroom percussion to play accompaniments and tunes. Play instruments using the correct techniques with respect. Practise, rehearse and present performances to
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							audiences with a growing awareness of people watching.
Year 3	Sing songs with multiple parts with increasing confidence.	Listen with direction to a range of high quality music. Confidently recognise a range of musical instruments. Begin to listen to and recall sounds with increasing aural memory.	Find the pulse within the context of different songs/music with ease.		Understand that improvisation is when a composer makes up a tune within boundaries. Understand that composition is when a composer writes down and records a musical idea.	Develop an understanding of formal written notation which includes crotchets and rests.	Play and perform in solo or ensemble contexts with confidence.

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Year 4	Sing as part of an ensemble with confidence and precision.	<p>Confidently recognise a range of musical instruments and the different sounds they make.</p> <p>Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators.</p> <p>Listen to and recall sounds with increasing aural memory.</p>	Copy increasingly challenging rhythms using body percussion and untuned instruments where appropriate.	Use musical language to appraise a piece or style of music.		Develop an understanding of formal written notation which included minims and quavers.	Play and perform in solo or ensemble contexts with increasing confidence.
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Year 5	Sings as part of an ensemble with increasing confidence and precision.	Develop an increasing understanding of the history and context of music. Listen with attention to detail and recall sounds with increasing aural memory.		Understand hoe pulse, rhythm and pitch work together.	Compose complex rhythms from an increasing aural memory. Improvise with increasing confidence using own voice, rhythms and varied pitch.	Use and develop an understanding of formal written notation which includes staff, semibreves and dotted crotchets.	Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression.
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Working together

Year 6	Sing as part of an ensemble with full confidence and precision.	Develop a deeper understanding of the history and contexts of music. Listen with attention to detail and recall sounds with increasing aural memory and accuracy. Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great		Appropriately discuss the dimensions of music and recognise them in music heard.	Create a simple composition and record using formal notation. Improvise and compose music for a range of purposes using the interrelated dimensions of music.	Use and deepen an understanding of formal written notation which includes staff, semibreves and dotted crotchets.	Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression
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