

Catcott Primary School

Music Progression

1. Progression grids for skills across each phase.
2. Links to websites to support the pedagogy and skills of teachers
3. Vocabulary – progressive vocabulary lists

1. Progression Grids

National Curriculum Expectations

EYFS	Key Stage One	Key Stage Two
<p>Expressive Arts and Design (Being Imaginative and Expressive)</p> <p>Children sing a range of well-known nursery rhymes and songs.</p> <p>Children perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>	<p>KS1 Music National Curriculum</p> <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>KS2 Music National Curriculum</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.

Performing

Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<p>KS1 Music National Curriculum</p> <p>Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Children can:</p> <ul style="list-style-type: none"> • sing with good diction; • begin to be able to sing in tune songs with a limited range; • sing in time to a steady beat. 	<p>LKS2 Music National Curriculum</p> <p>Pupils should be taught to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Children can:</p> <ul style="list-style-type: none"> • sing with good diction; • sing in tune songs with a limited range; • sing a song with two or more parts; • perform with expression; • use correct technique to play instruments. 	<p>KS2 Music National Curriculum</p> <p>Pupils should be taught to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Children can:</p> <ul style="list-style-type: none"> • sing with good diction; • sing in tune; • sing a song with two or more parts, showing confidence at being able to maintain tempo and pitch; • perform with accuracy and expression, showing an understanding of the context of the music; • use correct technique to play instruments with improved confidence and accuracy.
<p>KS1 Music National Curriculum</p> <p>Pupils should be taught to play tuned and untuned instruments musically.</p> <p>Children can:</p> <ul style="list-style-type: none"> • name a variety of instruments; • perform with a good sense of beat and rhythm; • perform together in an ensemble; • change the tempo or dynamics while playing an instrument. 		

Listening

Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<p>KS1 Music National Curriculum Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Children can:</p> <ul style="list-style-type: none"> begin to recognise different genres of music; begin to recognise instruments being played in a piece of music; express their opinion about pieces of music. 	<p>KS2 Music National Curriculum Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Children can:</p> <ul style="list-style-type: none"> find the beat in a piece of music; explain the tempo, dynamics and duration of a piece of music; begin to recognise some orchestral instruments in a piece of music. 	<p>KS2 Music National Curriculum Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Children can:</p> <ul style="list-style-type: none"> find the beat in a piece of music; explain the tempo, dynamics, metre, timbre and duration of a piece of music; recognise orchestral instruments and describe their effect in a piece of music.
	<p>KS2 Music National Curriculum Pupils should be taught to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Children can:</p> <ul style="list-style-type: none"> recognise a range of music genres; recognise instruments being played in a piece of music; express their opinion about pieces of music using appropriate musical vocabulary; discuss similarities and differences in pieces of music. 	<p>KS2 Music National Curriculum Pupils should be taught to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Children can:</p> <ul style="list-style-type: none"> recognise a range of music genres (including from around the world) and describe their characteristics; name a variety of composers and artists associated with different genres of music; recognise instruments being played in a piece of music; express their opinion about pieces of music using appropriate musical vocabulary; discuss similarities and differences in pieces of music and explain how composers and performers achieve this.

Composing

Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<p>KS1 Music National Curriculum Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Children can:</p> <ul style="list-style-type: none"> compose a simple tune using three or four notes; create sound effects for a picture or story, thinking 	<p>KS2 Music National Curriculum Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Children can:</p> <ul style="list-style-type: none"> compose a tune using eight notes; compose music that has a recognisable structure 	<p>KS2 Music National Curriculum Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Children can:</p> <ul style="list-style-type: none"> create more complex tunes, thinking about their audience;

3. Vocabulary: Glossary of Terms and Progressive Vocabulary Map

Vocabulary	Definition