



# Wistow Parochial Primary School

## Music - Progression of Skills and Vocabulary

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>To play a musical Instrument</b>	<p>Children given the opportunity to learn musical instrument - glockenspiel</p> <p>Untuned percussion taught across the school – developing learning about timbre, rhythm, dynamics, texture and structure.</p>						
<b>To perform</b>	<ul style="list-style-type: none"> <li>talk about the ideas and processes that have led them to make music.</li> <li>talk about their work and others work and recognise the differences between them and strengths of others.</li> <li>Listen attentively, move to and begin to talk about music,</li> <li>Explore the different sounds of instruments and discuss these.</li> </ul>	<ul style="list-style-type: none"> <li>Take part in singing, accurately following the melody.</li> <li>Follow instructions on how and when to sing or play an instrument.</li> <li>Make and control long and short sounds, using voice and instruments.</li> <li>Imitate changes in pitch.</li> </ul>	<ul style="list-style-type: none"> <li>Take part in singing, accurately following the melody.</li> <li>Follow instructions on how and when to sing or play an instrument.</li> <li>Make and control long and short sounds, using voice and instruments.</li> <li>Imitate changes in pitch.</li> <li>perform, playing a tuned instrument</li> </ul>	<ul style="list-style-type: none"> <li>Sing from memory with accurate pitch.</li> <li>Sing in tune.</li> <li>Pronounce words within a song clearly.</li> <li>Show control of voice.</li> <li>Play notes on an instrument with care so that they are clear.</li> </ul>	<ul style="list-style-type: none"> <li>Sing from memory with accurate pitch.</li> <li>Sing in tune.</li> <li>Maintain a simple part within a group.</li> <li>Pronounce words within a song clearly.</li> <li>Show control of voice.</li> <li>Play notes on an instrument with care so that they are clear.</li> <li>Perform with control and awareness of others.</li> <li>learn a musical instrument and perform as part of an ensemble.</li> </ul>	<ul style="list-style-type: none"> <li>Sing or play from memory with confidence.</li> <li>Perform solos or as part of an ensemble.</li> <li>Sing or play expressively and in tune.</li> <li>Sing a harmony part confidently and accurately.</li> <li>Sustain a drone or a melodic ostinato to accompany singing.</li> <li>Perform with controlled breathing (voice) and skillful playing (instrument).</li> <li>learn a musical instrument and perform independently.</li> </ul>	<ul style="list-style-type: none"> <li>Sing or play from memory with confidence.</li> <li>Perform solos or as part of an ensemble.</li> <li>Sing or play expressively and in tune.</li> <li>Hold a part within a round.</li> <li>Sustain a drone or a melodic ostinato to accompany singing.</li> <li>Perform with controlled breathing (voice) and skillful playing (instrument).</li> </ul>
<b>To compose</b>	<ul style="list-style-type: none"> <li>explore different sounds of instruments.</li> <li>tap out simple repeated rhythms and explore high and low sounds.</li> <li>explore and learn how sounds can be changed</li> <li>explore creating music using technology</li> </ul>	<ul style="list-style-type: none"> <li>Clap rhythms.</li> <li>Choose sounds to create an effect.</li> <li>Sequence sounds to create an overall effect.</li> <li>Create short, musical patterns.</li> <li>Create short, rhythmic phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Create a mixture of different sounds (long and short, loud and quiet, high and low).</li> <li>Choose sounds to create an effect.</li> <li>Sequence sounds to create an overall effect.</li> <li>Create short, musical/rhythmic phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Compose and perform melodic songs.</li> <li>Use sound to create abstract effects.</li> <li>Create repeated patterns with a range of instruments.</li> <li>Use digital technologies to compose pieces of music.</li> </ul>	<ul style="list-style-type: none"> <li>Compose and perform melodic songs.</li> <li>Create repeated patterns with a range of instruments.</li> <li>Create accompaniments for tunes.</li> <li>Use drones as accompaniments.</li> <li>Choose, order, combine and control sounds to create an effect.</li> </ul>	<ul style="list-style-type: none"> <li>Combine a variety of musical devices, including melody and rhythm.</li> <li>Use drones and melodic ostinati</li> <li>Use digital technologies to compose, edit and refine pieces of music.</li> </ul>	<ul style="list-style-type: none"> <li>Create songs with verses and a chorus.</li> <li>Create rhythmic patterns with an awareness of timbre and duration.</li> <li>Combine a variety of musical devices, including melody, rhythm and chords.</li> <li>Thoughtfully select elements for a piece in order to gain a defined effect.</li> <li>Use digital technologies to compose, edit</li> </ul>

<b>To transcribe</b>			<ul style="list-style-type: none"> <li>• Use symbols to represent a composition and use them to help with a performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Devise non-standard symbols to indicate when to play and rest when composing.</li> <li>• Begin to recognise notes on the musical stave. (reading and playing C, D and E).</li> <li>• Recognise and play crochets and crochet rests. Begin to read minims and minim rests.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise further notes on the musical stave. Develop confidence identifying B, A and G as part of learning the recorder.</li> <li>• Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the standard musical notation of crotchet, minim and semibreve to indicate how many notes to play.</li> <li>• Continue to develop ability to read notes on the musical stave. Develop confidence reading C,D,E, F and G for playing the keyboard.</li> <li>• Use the treble clef to transcribe compositions.</li> <li>• Use and understand simple time signatures.</li> </ul>	<p>and refine pieces of music.</p> <ul style="list-style-type: none"> <li>• Use the standard musical notation for a pair of quavers, crotchet, minim and semibreve to indicate how many beats to play.</li> <li>• Continue to read C,D,E,F and G on the musical stave when playing keyboard. Explore pieces with additional notes and more complete rhythms.</li> <li>• Understand that the pitch of a note changes when you add a # (sharp) or b (flat) symbols.</li> </ul>
	<b>To listen to, discuss and appraise music</b>	<ul style="list-style-type: none"> <li>• talk about the ideas and processes that have led them to make music.</li> <li>• talk about their work and others work and recognise the differences between them and strengths of others.</li> <li>• Listen attentively, move to and begin to talk about music,</li> <li>• Explore the different sounds of instruments and discuss these.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the beat of a tune.</li> <li>• Recognise changes in dynamics and pitch.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the beat of a tune.</li> <li>• Recognise changes in timbre, dynamics and pitch.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the terms duration, timbre, pitch, beat, tempo and use of silence to describe music.</li> <li>• Evaluate music using musical vocabulary to identify areas of likes and dislikes.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the terms duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</li> <li>• Understand layers of sounds and discuss their effect on mood and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose from a wide range of musical vocabulary they have developed to accurately describe and appraise music.</li> </ul>
<ul style="list-style-type: none"> <li>• listen with concentration and understanding to a range of high-quality live and recorded music.</li> </ul>		<ul style="list-style-type: none"> <li>• develop and understanding of music history</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul>					
<ul style="list-style-type: none"> <li>• develop vocabulary to identify and discuss common musical instruments including an understanding of how they are used, classified and the varied sounds they can produce.</li> </ul>							

## Vocabulary

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
fast slow long short high low	fast slow long short high low beat dynamics pitch	fast slow long short high low beat dynamics pitch timbre compose verse chorus call and response verse and chorus	beat dynamics pitch timbre compose call and response verse and chorus melody duration tempo rest notation improvise round	beat dynamics pitch timbre compose verse chorus call and response verse and chorus melody duration melody duration tempo melody duration tempo rest notation improvise ostinato drone texture structure stave minim, crochet and semibreve drone ostinato improvise round	beat dynamics pitch timbre compose verse chorus call and response verse and chorus melody duration tempo rest notation improvise ostinato drone texture structure stave minim, crochet and semibreve drone ostinato harmony accompaniment solo unison time signature treble clef scale	beat dynamics pitch timbre compose verse chorus call and response verse and chorus melody duration tempo rest notation improvise texture structure stave minim, crochet and semibreve drone ostinato harmony accompaniment solo unison time signature treble clef scale