



Essendon CofE Primary School

Encouraging everyone's light to shine

Music: Skills and Knowledge Ladder



Focus	Y1-2 Progression	Y3-4 Progression	Y5-6 Progression
Listen and appraise	<ul style="list-style-type: none"> • Know some songs have a chorus or a response/answer part • To know that songs have a musical style/genre • To learn that songs can describe an idea, feeling or tell a story • Describe what the words of a song mean to them • Take turns to discuss how a piece of music made you feel. • Listen carefully to other people's music. • Explore different genres of music and explain personal preferences. 	<ul style="list-style-type: none"> • Describe the themes and emotions of musical pieces. • Identify where moods can change through a piece of music. • Appreciate and comment on other people's music. • Identify the musical genre of a piece. • Compare different genres of music and respectfully explain personal preferences. • Identify is a song has a verse and chorus. 	<ul style="list-style-type: none"> • Comment on music with a fluent grasp of different genres and musical vocabulary • Respectfully compare and contrast different musical pieces, whilst expressing personal opinion. • Explain how music can be influential in both society and to other artists • Demonstrate understanding of why certain musical artists are considered particularly influential, and certain pieces have become particularly well-known • Appreciate and reflect upon how an artist viewed a situation when creating their music. • Explain why song is often used to combat global issues, such as poverty, global warming and racism.
Musical knowledge	<ul style="list-style-type: none"> • To know that music has a steady pulse, like a heartbeat. • To know that we can create rhythms from words, our names, favourite food, colours and animals. • Understand rhythms are different from the steady pulse. • Understanding and demonstrate adding high and low sounds (pitch) when we sing and play instruments. • Know the names of untuned percussion instruments played in class 	<ul style="list-style-type: none"> • Name instruments heard within a song • Explain how pulse, rhythm and pitch are used in a song • Understand how a song can build texture • Know the names of instruments used in glass e.g. recorder, glockenspiel or xylophone • Explain what a crotchet, minim and quaver are. 	<ul style="list-style-type: none"> • Explain the following musical terminology and use them with confidence: texture, dynamics, tempo, rhyth, pitch and timbre • Identify the structure of a song • To explain what a semibreve, minim, crotchet, quaver and semi quaver are. • To understand what a clef is and where it can be found on sheet music



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<p>Performing</p>	<ul style="list-style-type: none"> • Know several songs off by heart • Know that unison is everyone singing at the same time • Use their voices in a variety of ways e.g. singing, rapping, sound effects • To know why we need to warm up our voices • Learn the names of the notes when playing from memory or written down • Explore different ways of making music in the world around us using our bodies, instruments and surroundings. • Understand the importance of tidying up any musical equipment when you have finished working 	<ul style="list-style-type: none"> • Explore different ways of layering sounds in the world around us using our bodies, instruments and surroundings in unison. • Show understanding of why tidying up after ourselves shows respect for our environment and classmates • Sing in unison in a simple two-part song • Demonstrate good singing posture • Follow a leader when singing • Demonstrate singing in a variety of ways with clarity and confidence • Play musical instruments with developing technique 	<ul style="list-style-type: none"> • Take responsibility for tidying and organising resources after work has finished, demonstrating awareness of why this is important to show respect for the environment and others in the class • To read simple sheet music • Sing in unison, carrying the main tune or backing • To demonstrate good singing posture • To experience rapping and solo singing • Develop an awareness of being 'in tune' • Play musical instruments with correct technique • Rehearse and perform their part in a unison song
<p>Improvisation and composition</p>	<ul style="list-style-type: none"> • Know that improvisation is making up tune on the spot • Understanding that improvisation is not written down • Improvise using two notes • Compose a simple piece of music using 2 notes • Express a story or mood through music • Explain how nature and the physical world can inspire music. 	<ul style="list-style-type: none"> • Create original pieces that are influenced by the music of others • Improvise using several notes • Explore different ways of recording compositions in names, symbols and audio • To communicate feelings through a piece of music 	<ul style="list-style-type: none"> • Develop and imaginatively extend musical ideas from different starting points. • Explore sources of inspiration from the natural world around us to create soundscapes and music. • To communicate with words or sound an idea or concept • To record a performance and evaluate it.