

Skills and Knowledge progression: Music

Strands	Developing	Broadening	Blended	Pathway
Listening	<p>Begin to attend and respond to a range of music genres</p> <ul style="list-style-type: none"> • Show an interest in the way sounds are made (eg fast, slow, loud, quiet) • Listen with increasing attention to sounds • Notice what other children and adults do, copying and adding variations • March in time to music and claps to the beat in a song 	<p>Listens attentively and expresses their feelings and responses</p> <ul style="list-style-type: none"> • Listen attentively to a range of music • Use movement to interpret music (eg will respond to a sad song) • Talk about music, expressing how it makes them feel <p>Express a preference when offered a choice of music</p>	<p>To listen with concentration and understanding to a range of high quality live and recorded music</p> <ul style="list-style-type: none"> • Listen attentively to an increasing range of music genres • Express their opinions about a range of live and recorded music <p>Use musical descriptions: loud, quiet (dynamics); fast, slow (tempo); high, low, (pitch); long, short, pattern, sequence (rhythm/duration)</p>	<p>Develop a knowledge and understanding of the traditions, history and social context of music</p> <ul style="list-style-type: none"> • Listen with concentration and understanding to a range of high-quality live and recorded music • Recall sounds with increasing aural memory • Express opinions about music from different eras in history and social contexts.
Composing	<p>Experiment with simple instruments and respond to a suggested beat</p> <ul style="list-style-type: none"> • Create rhythmic sounds and movements • Create sounds in a variety of way e.g. rubbing, shaking, tapping, striking or blowing, including household objects and musical instruments • Show an interest in the way sounds 	<p>Experiment with, create and select sounds for a purpose</p> <ul style="list-style-type: none"> • Create simple repeated rhythms • Make music in a range of ways • Play instruments with increasing control <p>Select instruments and sounds to suit a purpose (eg quiet instruments for a lullaby, loud drums for rock music)</p>	<p>Experiment with, create, select and combine sounds using the interrelated dimensions (pitch, duration, dynamics, tempo, timbre) of music</p> <ul style="list-style-type: none"> • Experiment with pitch (high, low) • Experiment with dynamics (quiet, loud) • Experiment with tempo (fast, slow) 	<p>Record compositions using graphic scores, chord grids or staff notation</p> <ul style="list-style-type: none"> • Become more skilled at improvising and structure musical ideas • Introduce major and minor chords • Improvise freely over a drone/groove • Record simple composition using technology • Use musical technology to create melodies,

	<p>are made e.g. fast, loud, quiet</p> <p>Invent own simple music using any equipment</p>		<ul style="list-style-type: none"> • Experiment with timbre (mellow, harsh) • Experiment with combining sounds to select the appropriate dimensions for a specific purpose (eg quiet, slow, mellow) 	<p>ostinatos and accompaniments</p>
Performing	<p>Begin to play and share a wide variety of music and songs</p> <ul style="list-style-type: none"> • Begin to join in with familiar action songs • Play simple instruments and responds to a suggested beat • Experiment with different body movements in response to music • Explore an increasing range of music genres 	<p>Explores and engages in music making, performing solo or in groups</p> <ul style="list-style-type: none"> • Remember and perform parts of familiar songs • Play a range of instruments with increasing control • Sing with a group or on their own <p>Begin to build a collection of songs and dances</p>	<p>To perform songs or compositions to an audience</p> <ul style="list-style-type: none"> • Begin to play a range of instruments musically • Combine voices/instruments and movements/ actions to perform a chant or song <p>Sing/play with expression to convey a meaning</p>	<p>Play, practice and perform pieces of music on selected instruments in solo and ensemble contexts</p> <ul style="list-style-type: none"> • Perform songs in class and small groups • Maintain an independent part as part of the group • Play, practice and perform melodies using simple staff notation • Develop the skill of playing by ear • Read and play confidently using pitch and rhythm notation