



Luckington Community School

Skills and Knowledge Progression

Music

Intent: to ensure that all children develop interest and enjoyment in music.

Area of Study							
	Listening and Appraising	Playing	Improvising	Composing	Performing	Singing	Throughout each area of study
Year Group	Skills	Skills	Skills	Skills	Skills	Skills	Knowledge
EYFS	To listen attentively, move to and talk about music expressing their feelings and responses.	To explore and engage in music making.	To explore and engage in music making.	To explore and engage in music making.	To perform songs, rhymes, poems and stories with others and try to move in time with the music.	To sing in a group or on their own, increasingly matching the pitch and following the melody. To sing a range of well known nursery rhymes and songs.	Know the names of instruments. Memorise songs and sing in unison.
1	To know 5 songs off by heart. To know what the songs are about. To know and recognise the sound and names of some of the instruments they use. To enjoy moving to music - dance, marching	To treat instruments carefully and with respect. To play a tuned instrumental part with the song they perform. To learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). To listen to and follow musical instructions from a leader.	To improvise by clapping different rhythms, using voice or instruments with two notes.	To help create a simple melody using one, two or three notes. To learn how the notes of the composition can be written down and changed if necessary.	To perform a song that they have learnt. To add their ideas to the performance. To record the performance and say how they were feeling about it.	To learn about voices, singing notes of different pitches (high and low). To learn that they can make different types of sounds with their voices - you can rap or say words in rhythm. To learn to start and stop singing when following a leader.	To know the names of instruments. To memorise songs and sing in unison. To know that composition is the same as story writing. To know that improvising is making up music on the spot. To know that performing is sharing music with an audience.
2	To learn how they can enjoy moving to music by dancing, marching etc To learn how songs can tell a story or describe an idea.	To treat instruments carefully and with respect. To learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).	To improvise using the three challenges: 1. Clap and Improvise - Listen and clap back, then listen and clap your own answer (rhythms of words). 2. Sing, Play and Improvise - Use voices and instruments, listen and sing back, then	To help create simple melodies using one, three or five different notes. To learn how the notes of the composition can be written down and changed if necessary.	To perform a song that they have learnt - wider audience (parents, school) To add their ideas to the performance. To record the performance and say how they were feeling about it.	To learn about voices singing notes of different pitches (high and low). To learn that they can make different types of sounds with their voices - you can rap (spoken word with rhythm). To learn to find a comfortable singing position. To learn to start and stop singing when following a leader.	To know the names of instruments. To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words e.g. our names, favourite food etc To know that rhythms are different from the steady pulse.

		To play the part in time with the steady pulse. To listen to and follow musical instructions from a leader.	listen and play own answer using one or two notes. 3. Improvise - Take it in turns to improvise using one or two notes.				To know that we add high and low sounds, pitch, when we sing and play our instruments. To know that songs have a musical style and structure (chorus,verse etc)
3	To confidently identify and move to the pulse. To be able to talk about a song: The lyrics: what the song is about Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) To identify the main sections of the song (introduction, verse, chorus etc.) To name some of the instruments they heard in the song. To take it in turn to discuss how the song makes them feel. To listen carefully and respectfully to other people's thoughts about the music.	To treat instruments carefully and with respect. To play any one, or all of four, differentiated parts on a tuned instrument -a one-note, simple or medium part or the melody of the song) from memory or using notation. To rehearse and perform their part within the context of a song. To listen to and follow musical instructions from a leader. To talk about instruments played in class - recorder, glockenspiel	To sing, Play and Copy Back - Listen and copy back using instruments and voice with one, two or three different notes. To play and improvise - Using instruments, listen and play answers using two different notes. To improvise - Take it in turns to improvise using three different notes.	To help create at least one simple melody using one, three or five different notes. To plan and create a section of music that can be performed within the context of a song. To talk about how it was created. To listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. To record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why.	To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To have an awareness of the pulse internally when singing. To know the importance of warming up the voice.	In addition to above: To know that music can be recorded using letter names, audio, symbols. To know how to find and demonstrate the pulse. To Know how pulse, rhythm and pitch work together to create a song. To know the difference between a musical question and an answer. To understand musical vocabulary - texture, dynamics, tempo, rhythm and pitch.
4	To confidently identify and move to the pulse. To be able to discuss a piece of music: Some of the style indicators of that song (musical characteristics that give the song its style) The lyrics: what the song is about Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch) To identify the main sections of the song (introduction, verse, chorus etc.)	To treat instruments carefully and with respect. To play any one, or all four, differentiated parts on a tuned instrument - a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of a song. To listen to and follow musical instructions from a leader. To experience leading the playing by making sure everyone plays in the playing section of the song. To talk about a wider range of instruments found in the	To sing, Play and Copy Back - Listen and copy back using instruments and voice with one, two or three different notes. To play and improvise - Using instruments, listen and play answers using two different notes. To improvise - Take it in turns to improvise using three different notes.	To help create at least one simple melody using one, three or all five different notes. To plan and create a section of music that can be performed within the context of a song. To talk about how it was created. To listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. To record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	To choose what to perform and create a programme. To present a musical performance designed to capture the audience. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why.	To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To rejoin the song if lost. To listen to the group when singing. The importance of warming up the voice.	As year 3.

	<p>To name some of the instruments they heard in the song.</p> <p>To take it in turn to discuss how the song makes them feel.</p> <p>To listen carefully and respectfully to other people's thoughts about the music.</p> <p>To use musical vocabulary.</p>	classroom/orchestra or those played by friends.					
5	<p>To identify and move to the pulse with ease.</p> <p>To think about the message of songs.</p> <p>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>To listen carefully and respectfully to other people's thoughts about the music.</p> <p>To confidently use musical words when discussing music.</p> <p>To talk about the musical dimensions working together in different songs</p> <p>To talk about the music and how it makes you feel.</p>	<p>To play a musical instrument with the correct technique within the context of a song.</p> <p>To select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</p> <p>To rehearse and perform their part within the context of a song.</p> <p>To listen to and follow musical instructions from a leader.</p> <p>To lead a rehearsal session.</p>	<p>To improvise using three different notes.</p> <p>To improvise using a pentatonic scale/pattern – D, E, G, A + B</p>	<p>To create simple melodies using up to five different notes and simple rhythms that work musically with the style of a song.</p> <p>To explain the keynote or home note and the structure of the melody.</p> <p>To listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</p> <p>To record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>	<p>To choose what to perform and create a programme.</p> <p>To communicate the meaning of the words and clearly articulate them.</p> <p>To talk about the venue and how to use it to best effect.</p> <p>To record the performance and compare it to a previous performance.</p> <p>To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p>	<p>To sing in unison and to sing backing vocals.</p> <p>To enjoy exploring singing solo.</p> <p>To listen to the group when singing.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To experience rapping and solo singing.</p> <p>To listen to each other and be aware of how you fit into the group.</p> <p>To sing with awareness of being 'in tune'.</p> <p>To know the importance of warming up the voice.</p>	<p>To Have an understanding of the historical context of music – what else was going on at this time.</p> <p>To know different ways of writing music down – e.g. staff notation, symbols for the notes C, D, E, F, G, A, B + C on the treble stave.</p> <p>To have a knowledge of famous improvisation musicians.</p>
6	<p>To identify and move to the pulse with ease.</p> <p>To think about the message of songs.</p> <p>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>To discuss the style indicators of the songs (musical characteristics that give the songs their style)</p> <p>To listen carefully and respectfully to other people's thoughts about the music.</p> <p>To confidently use musical words when talking about the songs.</p>	<p>To play a musical instrument with the correct technique within the context of a song.</p> <p>To select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</p> <p>To rehearse and perform their part within the context of a song.</p> <p>To listen to and follow musical instructions from a leader.</p> <p>To lead a rehearsal session.</p>	<p>To Improvise using three different notes.</p> <p>To Improvise using a pentatonic scale/pattern – D, E, G, A + B</p>	<p>To Create simple melodies using up to five different notes and simple rhythms that work musically with the style of a song.</p> <p>To Explain the keynote or home note and the structure of the melody.</p> <p>To Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</p> <p>To Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>	<p>To choose what to perform and create a programme.</p> <p>To communicate the meaning of the words and clearly articulate them.</p> <p>To talk about the venue and how to use it to best effect.</p> <p>To record the performance and compare it to a previous performance.</p> <p>To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p>	<p>To sing in unison and to sing backing vocals.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To experience rapping and solo singing.</p> <p>To listen to each other and be aware of how you fit into the group.</p> <p>To sing with awareness of being 'in tune'.</p> <p>To Be able to explain the importance of warming up the voice.</p>	<p>To know the style of the songs and to name other songs from those styles.</p> <p>To know How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music.</p> <p>To know How to keep the internal pulse.</p> <p>To show musical Leadership: creating musical ideas for the group to copy or respond to.</p>

	<p>To talk about the musical dimensions working together in a song.</p> <p>To talk about the music and how it makes you feel, using musical language to describe the music.</p> <p>To talk about musical identities.</p>						
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Drawing						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Enjoy using graphic tools, fingers, hands, chalk, pens and pencils.</p> <p>Use and begin to control a range of media. Draw on different surfaces and coloured paper.</p> <p>Produce lines of different thickness and tone using a pencil.</p> <p>Start to produce different patterns and textures from observations, imagination and illustrations.</p> <p>Look and talk about what they have produced, describing simple techniques and media used.</p>	<p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>Begin to control the types of marks made with the range of media.</p> <p>Draw on different surfaces with a range of media.</p> <p>Start to record simple media explorations in a sketch book Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/dark lines.</p> <p>Investigate textures</p> <p>Produce an expanding range of patterns and textures.</p> <p>Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>Begin control the types of marks made with the range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>Control the types of marks made with the range of media. Draw on different surfaces with a range of media.</p> <p>Use a sketchbook to plan and develop simple ideas.</p> <p>Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. Name, match and draw lines/marks from observations.</p> <p>Continue to Investigate textures and produce an expanding range of patterns.</p> <p>Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>Develop intricate patterns/ marks with a variety of media.</p> <p>Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.</p> <p>Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works</p> <p>Begin to show an awareness of objects having a third dimension and perspective.</p> <p>Create textures and patterns with a wide range of drawing implements.</p> <p>Continue to explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.</p>	<p>Develop intricate patterns using different grades of pencil and other implements to create lines and marks.</p> <p>Draw for a sustained period of time at an appropriate level. Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works.</p> <p>Have opportunities to develop further drawings featuring the third dimension and perspective.</p> <p>Experiment with different grades of pencil and other implements to achieve variations in tone.</p> <p>Further develop drawing a range of tones, lines using a pencil. Include in their drawing a range of technique and begin to understand why they best suit.</p>	<p>Work in a sustained and independent way to create a detailed drawing.</p> <p>Develop a key element of their work: line, tone, pattern, texture.</p> <p>Draw for a sustained period of time at an appropriate level. Use different techniques for different purposes ie. shading, hatching within their own work.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p> <p>Have opportunities to develop further simple perspective in their work using a single focal point and horizon.</p> <p>Begin to develop an awareness of composition, scale and proportion in their paintings.</p> <p>Use drawing techniques to work from a variety of sources</p>	<p>Work in a sustained and independent way to develop their own style of drawing. This style may be through the development of: line, tone, pattern, texture.</p> <p>Draw for a sustained period of time over a number of sessions working on one piece.</p> <p>Use different techniques for different purposes i.e. shading, hatching with their own work, understanding which works well in their work and why.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. Adapt their work according to their views and describe how they might develop it further.</p> <p>Develop their own style using tonal contrast and mixed media.</p>

	Look at and talk about own work and that of other artists and the techniques they had used.	Discuss own work and others work, expressing thoughts and feelings.		Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Begin to explore a range of great artists, architects and designers in history.	including observation, photographs and digital images. Develop close observation skills using a variety of view finders. Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work. Explore a range of great artists, architects and designers in history	Have opportunities to develop further simple perspectives in their work using a single focal point and horizon. Develop an awareness of composition, scale and proportion in their paintings. Discuss and review own and others work, expressing thoughts and feelings explaining their views and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work. Explore a range of great artists, architects and designers in history. Artists: Have opportunity to explore modern and traditional artists using ICT and other resources
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