**Todwick Progression of Skills and Knowledge**

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|  | **Subject Music** | | | | | | | |
| **Subject Concept** | | **FS2** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Compose | | Use music to inspire imaginative movement. | To explore and create musical sounds with my instrument. | Make up simple improvisations on my own. | To improvise my own rhythms to go with the notes that my teacher has given me. | To improvise confidently. | To feel confident creating improvised melodies with their voice and instrument. | To feel more confident when improvising with more notes independently. |
| Perform | | To perform in a group. | Begin to understand the importance of working together as part of a group when singing  To play an instrument using simple notes- and treat it with respect. | Understand why we warm up our voices.  To play an instrument and begin to recognise that music has a language e.g. notation | Understand the importance of working together and how the musical outcomes are of a higher quality when we do.  To play an instrument and to experience playing together as a group. | Understand that the words of a song convey meaning and how it is important to show how I feel when I sing a song.  To play an instrument and to see how music is written down when we play instruments. | Enjoy singing in a group and think about how the whole song fits together.  To play an instrument and to play tunes and improvise and compose using the Glockenspiel. | To understand that when we sing, we should know what the song is about and how the melody and words work together.  To play an instrument and to play solos. |
| Transcribe | | Be able to copy and follow instruction.  Listening and learning to sing nursery rhymes. | Listen to a variety of music using different styles. | Listen to a variety of music from different styles, traditions and times  and being to identify where in the world they are from.  Understand musical language - pitch/rhythm/tempo/pitch and dynamics and how they fit into the music I am listening to. | Listen with increasing concentration to a variety of music from all over the world and the different instruments used.  Explain that the pulse is a musical heartbeat and that it is the foundation of a piece of music.  Use more musical words/language – pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure. | Begin to place music in its historical context based on different instruments and their sounds.  To understand that every piece of music has a pulse but it is different.  To understand and can explain more musical words/language – pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure. | Enjoy listening to a variety of music from different styles, traditions and times and place the music in its historical context.  To find the pulse of any piece of music with ease and confidence, internally or externally, with body movement. | Enjoy listening to a variety of music from different styles, traditions and times and place the music in its historical context securely. To confidently recognise/identify different style indicators and different instruments and their sounds  To understand and can explain that the pulse is the foundation upon which all other dimensions are built. I can keep a strong sense of pulse and recognise when people are out of time. |
| Describe Music | | To learn what pitch/rhythm/pitch sounds like but not introduced specifically to this language. | Start to identify instruments used.  Start to find and internalise the pulse using movement.  Start using basic musical language - pitch/rhythm, tempo/pitch and dynamics.  Describe feelings towards music. | Start to recognise different styles of music and the instruments used.  Begin to understand that pulse is the foundation of music upon which all the other dimensions are built.  Begin to listen, with respect to other people's ideas and feelings towards music. | Pay attention and concentrate when my friends discuss the music that we listen to. | Comment and discuss views about music respectfully | To recognise/identify different style indicators and different instruments and their sounds.  To use musical words/language to describe the music that is listened to.  To enjoy listening to others discussing their ideas about the music listened to and respectfully share ideas. | To use musical words/language to describe feelings towards the music.  To confidently discuss other dimensions of music and how they fit into music that is listened to. |